

Manhattan-Ogden USD 383
Manhattan, Kansas

Building foundations for dynamic futures.

Board of Education Meeting Agenda
September 15, 2021
Robinson Education Center
Kirmser Conference Room
2031 Poyntz Avenue

6:30 p.m. Regular Business Meeting

Est.
Time

- | | | |
|------|-------|-----------------------------------------------------------------------------------|
| 6:30 | 1.0 | Roll Call |
| | 2.0 | Adoption of Agenda (A) (A=Action Item, D=Discussion Item, I=Information Item) |
| | 3.0 | Pledge of Allegiance |
| | 4.0 | Special Recognition |
| | 4.1 | 2021-2022 Outstanding Music Educator for Kansas – Joel Gittle (page 3) |
| | 5.0 | Recognition of Visitors and Citizen Comments |
| | 6.0 | Consent Agenda (A ²) |
| | 6.1 | September 1, 2021 Minutes (page 4) |
| | 6.2 | Consideration of Bills (page 10) |
| | 6.3 | Financial Reports – August 2021 |
| | 6.3.1 | Clerk's Report (page 17) |
| | 6.3.2 | Treasurer's Report (page 18) |
| | 6.3.3 | Activities Report (page 20) |
| | 6.4 | Human Resources Report (page 25) |
| | 6.5 | Donations & Grants (page 28) |
| | 6.6 | Early Learning Program Reports |
| | 6.6.1 | September 2021 Monthly Report (page 29) |
| | 6.6.2 | Head Start & Early Head Start Program Information Reports for 2020-2021 (page 32) |
| | 6.7 | Professional Development Council Handbook (page 40) |
| | 6.8 | Disposal of Scissor Lift (page 70) |
| | 6.9 | Disposal of On Car Brake Lathe (page 71) |
| | 6.10 | Disposal of Frigidaire Portable Dishwasher (page 72) |
| 6:55 | 7.0 | Reports |
| | 7.1 | Written |
| | 7.1.1 | District Overtime Annual Report (I) (Lew Faust) (page 73) |
| | 7.2 | Spoken |
| | 7.2.1 | Construction Update |
| | 7.2.2 | Celebration of Freedom Week Report (I) (Trina Dibbini, Lucas Shivers) (page 84) |
| | 7.2.3 | Student Transfer Report (I) (Eric Reid) |
| | 7.2.4 | Superintendent |
| | 7.2.5 | NEA-Manhattan-Ogden |
| | 7.2.6 | Board of Education |
| | 8.0 | Old Business |
| | 8.1 | Pandemic Response Plan (A ²) (Marvin Wade) (page 86) |

- 9.0 New Business
 - 9.1 Library Casework and Furniture Upgrades at Anthony Middle School and Bluemont Elementary (A²) (Lucas Loughmiller, Matt Davis) (page 114)
 - 9.2 Guaranteed Maximum Price Amendment for Eugene Field Early Learning Center Change Order #003 (A²) (Trisha Brooke-Fruendt) (page 116)
 - 9.3 Superintendent Contract (A²) (Jurdene Coleman) (page 118)
- 10.0 Next Regular Meeting Items – October 6, 2021
 - 10.1 Summer Programs Summary
 - 10.2 Enrollment Report
 - 10.3 Middle School Athletic & Activity Annual Report
 - 10.4 Site Council Members & Meeting Dates
 - 10.5 Facility Use Fee Review/Revision
 - 10.6 Title and At-Risk Programs Annual Report
- 11.0 Future Meeting Items
- 12.0 Meeting & Events
 - 12.1 Board of Education Regular Meeting –
Wednesday, October 6, 6:30 p.m., Robinson Education Center
 - 12.2 Board of Education Regular Meeting –
Wednesday, October 20, 6:30 p.m., Robinson Education Center
 - 12.3 Board of Education Special Meeting – Fall Retreat
Wednesday, October 27, 6:30 p.m., Robinson Education Center
 - 12.4 Board of Education Regular Meeting –
Wednesday, November 3, 6:30 p.m., Robinson Education Center
- 13.0 Adjourn

ITEM 4.1

Manhattan-Ogden Unified School District 383

Special Recognition Form

Name of individual/group to be recommended:

Joel Gittle

Date:

September 15, 2021

Description of this individual's/group's achievement or accomplishment:

Congratulations to MHS Director of Bands and Performing Arts Department Chair Joel Gittle! He was recently named the 2021-2022 Outstanding Music Educator for Kansas by the National Federation of State High School Associations.

The awards are based on organization and continuance of an activity program, significant and ongoing contributions to the field, years of both curricular and co-curricular service, and contributions to the profession both in and out of the state.

Congratulations again to Joel Gittle – the 2021-2022 Outstanding Music Educator for Kansas by the National Federation of State High School Association. Thank you for teaching in Manhattan-Ogden USD 383 – we are proud of you!

ITEM 6.1

Board of Education Meeting
Manhattan-Ogden
Unified School District 383
Wednesday, September 1, 2021, 6:15 p.m.
Minutes – Regular Meeting
Robinson Education Center – Manhattan, Kansas

- 1.0 Roll Call
Members present: Brighton, Kristin
Edie, Darell
Hagemeister, Karla
Herrman, Curt
Lewison, Katrina (via telephone)
Santos, Brandy
Coleman, Jurdene (President – presiding)
Denison, Diane (Clerk)

Also present were Superintendent Dr. Marvin Wade, Assistant Superintendent Eric Reid, District administrators, staff and media.

- 2.0 Adoption of Agenda
Brighton moved to add MHS Student Council to the Spoken Reports prior to the Early Learning Program Annual Report and approve the amended agenda. Herrman seconded.

Motion passed 7/0.

- 3.0 Public Hearing – Revenue Neutral Tax Rate
President Coleman opened the floor for the public hearing. No one came forward.
President Coleman closed the hearing at 6:25 p.m.

- 4.0 Public Hearing – 2021-2022 Budget
President Coleman opened the floor for the public hearing. No one came forward.
President Coleman closed the hearing at 6:30 p.m.

- 5.0 Pledge of Allegiance

- 6.0 Special Recognition
None.

- 7.0 Recognition of Visitors and Citizen Comments
None.

- 8.0 Consent Agenda
President Coleman reviewed Consent Agenda items.

Brighton moved to approve the Consent Agenda as presented. Hagemeister seconded.

Motion passed 7/0.

- 8.1 Approved August 18, 2021 Minutes

- 8.2 Approved Payment of Bills in the amount of \$1,569,158.73

- 8.3 Approved Human Resources Report
CERTIFIED STAFF
Gerae Haverkamp, Social Studies Teacher, Manhattan High School \$41,000
PARAEDUCATORS, TUTORS, AND AIDES

Hannah Ross, Paraeducator-Life Skills Program, Manhattan High School	\$11.50/hr
Lauren Bianco, Student Supervision, Lee Elementary School	\$ 9.00/hr
Mikayla Jackson-Barth, Paraeducator, Eisenhower Middle School	\$10.50/hr
Grace Coleman, Paraeducator, Ogden Elementary School	\$11.50/hr
Ashley Teinert, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Safia Alsogair, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Mikaela Girardot, Paraeducator, Oliver Brown Elementary School	\$10.50/hr
Elizabeth Southard, Classroom Support Staff, Eugene Field Early Learning Center	\$11.00/hr
Amanda Brennan, Paraeducator, Eisenhower Middle School	\$11.50/hr
Gavin Larios, Paraeducator, Theodore Roosevelt Elementary School	\$10.50/hr
Sonya Floyd, Paraeducator, Northview Elementary School	\$10.50/hr
Kaylea Pugh, Paraeducator, Oliver Brown Elementary School	\$11.50/hr
Krista Phillips, Paraeducator, Ogden Elementary School	\$11.50/hr
Nykima Covens, Paraeducator, Manhattan High School	\$11.50/hr
Sylvia Martin-Cox, Paraeducator, Amanda Arnold Elementary School	\$12.50/hr
Jennifer Murphy, Paraeducator, Anthony Middle School	\$11.50/hr
Kayleigh Bellamy, Paraeducator, Ogden Elementary School	\$11.50/hr
Macy Joachims, Paraeducator, Anthony Middle School	\$10.50/hr
Zoe Miller Jonaitis, Paraeducator, Eisenhower Middle School	\$11.50/hr
Hailey Pece, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Kristoffer Aye, Paraeducator, Manhattan High School	\$10.50/hr
Camille Baumgardt, Paraeducator, District Wide	\$14.50/hr
Leah McKeeman, Student Supervision, Marlatt Elementary School	\$ 9.00/hr
Daniel Henke, Student Supervision, Marlatt Elementary School	\$ 9.00/hr
Debbie Ortiz Granadino Suarez, Paraeducator, Frank Bergman Elementary	\$10.50/hr
Autumn Raw, Student Supervision, Marlatt Elementary School	\$ 9.00/hr
Gillian Zidek, Classroom Support Staff, Eugene Field Early Learning Center	\$11.00/hr
Tiffany Martin, Student Supervision, Marlatt Elementary School	\$ 9.00/hr
Linnea Cashman, Paraeducator, Marlatt Elementary School	\$11.50/hr
Tracey Porres, Paraeducator, Oliver Brown Elementary School	\$10.50/hr
Rayanne McKinsey, Childcare Assistant, Amanda Arnold Elementary School	\$11.50/hr
Chloe Manner, Childcare Assistant, Amanda Arnold Elementary School	\$10.35/hr
Alyssa Keating, Childcare Assistant, Amanda Arnold Elementary School	\$10.35/hr
Maris Deaver, Paraeducator, Eisenhower Middle School	\$11.50/hr
Cindy Joy, Paraeducator, Theodore Roosevelt Elementary School	\$11.50/hr
Riley Hodges, Health Aide, Manhattan High School	\$10.50/hr
Lynn Otte, Student Supervision, Amanda Arnold Elementary School	\$ 9.00/hr
Lainey Dent, Paraeducator, Ogden Elementary School	\$11.50/hr
Marina Marroquin, Classroom Support Staff, Eugene Field Early Learning Center	\$10.50/hr
Kristy Nyswonger, Paraeducator, Woodrow Wilson Elementary School	\$10.50/hr
Christina Jahn, At Risk Aide, Northview Elementary School	\$11.50/hr
Alexandria Grant, Autism Paraeducator, District Wide	\$11.50/hr
Larke Edelman, At Risk Aide, Northview Elementary School	\$10.50/hr
Mayci Armstrong, Paraeducator, Amanda Arnold Elementary School	\$10.50/hr
Quinteena Tolliver, Paraeducator, Manhattan High School	\$11.50/hr
Nysha Hart, Classroom Support Staff, Eugene College Hill Early Learning Center	\$10.50/hr
Lu Ann Miller, Student Supervision, Marlatt Elementary School	\$ 9.00/hr
Alyssa Cook, ESOL Aide, Eisenhower Middle School	\$13.00/hr
OFFICE PROFESSIONAL	
Jaclyn West, Office Professional, College Hill Early Learning Center	\$12.00/hr
CHILD NUTRITION	
Debra Solomon, Food Service Worker, Eisenhower Middle School	\$10.50/hr
Kim Smith, Food Service Worker, Central Kitchen	\$10.50/hr
Jesse Fernandez, Delivery Driver, Central Kitchen	\$15.00/hr
Sarah Beltz, Food Service Worker, Marlatt Elementary School	\$10.50/hr
CENTRAL LIBRARY SERVICES	
Amanda Fisher, Library Clerk, Central Library Services	\$12.00/hr
Dika Sanders, Library Clerk, Central Library Services	\$11.25/hr
Stephanie Watkins, Library Clerk, Anthony Middle School	\$12.00/hr
MAINTENANCE	
Marcus Toliver, Custodian, Manhattan High School	\$12.50/hr
Ruth Patrick, Custodian, Anthony Middle School	\$12.50/hr
Shantel Harrison, Custodian, Frank Bergman Elementary	\$12.50/hr
Travis Calloway, Custodian, Manhattan High School	\$12.50/hr
Seth Bailey, Sub-Custodian, Maintenance	\$10.15/hr
Christopher Lira, Custodian, Manhattan High School	\$12.50/hr
TRANSPORTATION	
Frederick Olson, Bus Driver, Transportation	\$16.50/hr
Jennifer Callahan, Bus Monitor, Transportation	\$10.50/hr
Samantha Humbert, Bus Driver, Transportation	\$16.50/hr
SUBSTITUTES	
Sarah Briggeman, Substitute Teacher	\$15.00/hr

Valerie Jojola Mount, Substitute Teacher	\$15.00/hr
Cindy Joy, Substitute Nurse, District Wide	\$17.00/hr
Brianna Romer-Suarez, Paraeducator Substitute	\$10.15/hr
Sydney Strauffer, Paraeducator Substitute	\$10.15/hr
Grace Goering, Sub Nurse	\$17.00/hr

RESIGNATIONS

John Christie	Daniel Dietrich	Angela Durtschi
Lukus Ebert	Polly Gantenbein	Alyssa Gembala
Kellen Hight	Jungwook Howard	Marcy McElfresh
Providence Pecoraro	Morgan Rotramel	Christina Schmitz
Isabella Vardaman	Bailey Wagoner	Grant Watkins

RETRACTION

Brynna Becker

TERMINATION

Garry Cherry	Marisol Luna	Brandon Ringering
Phillip Wildenauer		

8.4 Approved Donations & Grants

- \$2,110 cash donation from DCCCA Inc. to Manhattan High School for SADD SAFE Program supplies and expenses.
- \$14,000 cash donation from Riley County Raising Riley to College Hill Early Learning Center for reduced fees for families.
- \$4,000 cash donation from Riley County Raising Riley to Eugene Field Early Learning Center for behavioral and mental health support personnel.
- \$500 cash donation from Manhattan Oral Surgery & Implant Center to Marlatt Elementary for class use and school supplies.
- \$556.60 cash donation from Strawbridge Studios to Woodrow Wilson Elementary for classroom supplies.
- \$538.35 cash donation from Strawbridge Studios to Theodore Roosevelt Elementary for classroom supplies.
- \$500 cash donation from Ogden Friendship House (United Methodist Church) to Ogden Elementary for general use.
- \$5,000 cash donation from Greater Manhattan Community Foundation to USD 383 for F.I.T. Closet supplies.
- \$500 cash donation from AD Veterinary Service LLC to Eisenhower Middle School for Eagles of Excellence.
- \$1,000 cash donation from Robert Kruh to Manhattan High School for the orchestra's out of state festival trip in March 2022.

Total: \$28,704.95

8.5 Approved Individual Development Plan Point Approval

8.6 Approved Family, Career, and Community Leaders of America Trip to Washington, D.C. Moved to give final approval for the family and consumer science students and faculty to attend the Family, Career and Community Leaders of America Capitol Leadership and National Fall Conference in Washington, D.C. from Nov. 3-7, 2021.

9.0 Reports

9.1 Written

- 9.1.1 Substance Abuse Prevention Annual Report
Kari Humes, Drug and Alcohol Prevention Coordinator/Counselor, answered questions from the Board. Discussion.

9.2 Spoken

- 9.2.1 Manhattan High School Student Council
Ella Ruliffson, Student Council President; Ashi Wickramasundara, Student Council Vice President; and Ava Bahr, Student Council Treasurer, reported on MHS athletics and activities. Discussion.
- 9.2.2 Early Learning Program Annual Report
Andy Hutchinson, Assistant Director of Early Learning, Brandy Kirk, Coordinator of Family Education, Micah Karl, Coordinator of Infant and Toddler Services; Stephanie Kabriel, College Hill Early Learning Center Principal; and Abbie Wedel, Eugene Field Early Learning Center Principal, presented the Early Learning Program Annual Report. Discussion.

9.2.3 Superintendent

Commented on:

- Pride in the Early Learning Program,
- The district's attendance rate,
- Upcoming vaccination clinics, and
- The threshold for heat in district buildings.

Eric Reid updated the Board on the Transportation Department's Here Comes the Bus app going live next week.

Matt Davis, Director of Facilities and Maintenance, updated the Board regarding HVAC issues that have recently occurred in district buildings. Discussion.

9.2.4 NEA-Manhattan-Ogden

Lisa Heller, NEA-Manhattan-Ogden President, commented on her appreciation of communication from Matt Davis, Director of Facilities and Maintenance, regarding the issues in some buildings. She also commented on the NEA gaining new members, certified contracts being sent out, reminders for relicensure, building reps getting together on September 14, and everyone getting back into the flow of things.

9.2.5 Board of Education

- Edie reminded everyone that site councils and PTOs are getting started up for the year.
- Herrman thanked the maintenance crew for getting Frank Bergman Elementary quickly cleaned up after the recent storm.
- Hagemeister commented on being proud of being a part of this team: maintenance team and members of BHS Construction quickly cleaning up the Frank Bergman Elementary playground, F.I.T. Closet supplying 736 students with full backpacks of supplies, former school board member Aaron Estabrook welcoming and organizing the arrival of families from Afghanistan, potential families from Mississippi and Louisiana taking refuge after Hurricane Ida here, and conversations at the Kansans Can Success Tour regarding the school board's ability to make changes for personalized learning.
- Santos commented on the upcoming parent orientation at Oliver Brown Elementary and how it is appreciated when compliments are part of the many emails received.
- Lewison commented on the refuges that may be coming into our schools soon and her family's current experience with the Manhattan Virtual Academy.
- Coleman commented on Oliver Brown Elementary merchandise being available on their Facebook page, a land recognition statement for the district, and last night's KSDE presentation and how to move forward with a vision that others do not agree with.

President Coleman offered the candidates for School Board that were in attendance at the KSDE Kansans Can Success Tour time to speak. Betty Mattingly-Ebert came to the table and commented that information she heard hit on topics she felt is needed to be done.

10.0 Old Business

- 10.1 Symmetry Energy Solutions, LLC/Kansas Joint Utility Management Program Settlement
Herrman moved that the Board give final approval to the administrative recommendation to accept the settlement of the disputed February 2021 statement between Symmetry Energy and KJUMP on behalf of consortium members. KJUMP leadership and advisory

board members feel the settlement is a fair and final agreement to end the dispute between the two parties. Edie seconded.

Motion passed 7/0.

- 10.2 Resolution 2122-9 Revenue Neutral Tax Rate
Edie moved to approve Resolution 2122-9, a resolution expressing the property tax policy of Manhattan-Ogden USD 383 with respect to exceeding the Revenue Neutral Tax Rate for financing the annual budget for 2021-2022. Herrman seconded.

Motion passed 7/0.

RESOLUTION 2122-9

PROPERTY TAXATION POLICY OF MANHATTAN-OGDEN USD 383 WITH RESPECT TO EXCEEDING THE REVENUE NEUTRAL TAX RATE FOR FINANCING THE ANNUAL BUDGET FOR 2021-2022

WHEREAS, 2021 SB 13 and Senate Sub for HB 2104, provides that a levy of property taxes to finance the 2021-2022 budget of USD 383 exceeds the Revenue Neutral Tax Rate to finance the 2021-2022 budget of USD 383, be authorized by a resolution.

NOW, THEREFORE, BE IT RESOLVED by USD 383 that the 2021-2022 budget with a levy of property taxes exceeding the Revenue Neutral Tax Rates calculated for 2021-2022, as adjusted pursuant to 2021 SB 13 and Senate Sub for HB 2104 is hereby adopted.

ADOPTED by the Board of Education of Unified School District No. 383, Riley County, Kansas on the 1st day of September, 2021.

- 10.3 Adoption of 2021-2022 Budget
Brighton moved to give final approval to the Manhattan-Ogden USD 383 Budget for state fiscal year 2022. Hagemeister seconded.

Motion passed 7/0.

11.0 New Business

- 11.1 Northview Elementary Sanitary Sewer Replacement – Concrete Removal and Replacement
Herrman moved to give final approval to the proposal submitted by Central Mechanical Construction of Manhattan, KS, for concrete work necessary to complete the sewer lateral replacement at Northview Elementary School in the amount of \$12,245. Brighton seconded.

Motion passed 7/0.

- 11.2 Kansas Board Solutions, Inc. Natural Gas Contract
Hagemeister moved that the Board give final approval for the contract with Kansas Board Solutions, LLC for natural gas services via participation in the KASB Energy Management Program for a term of five years at the fixed rate of \$4.26/unit of natural gas consumed by the district. The actual natural gas supplier is WoodRiver Energy, LLC. Edie seconded.

Motion passed 7/0.

- 11.3 Middle School Office Furniture Purchase
Herrman moved to give final approval to the proposal submitted by School Specialty, for office furniture for Eisenhower and Anthony Middle Schools in the amount of \$21,064. Hagemeister seconded.

Motion passed 7/0.

11.4 Selection of KASB Delegate

The Board was in consensus for Edie to be the KASB delegate and Santos the alternate delegate.

10.0 Next Regular Meeting Items – September 15, 2021

11.0 Future Meeting Items

12.0 Meeting & Events

13.0 Adjourn

Herrman moved to adjourn the meeting at 7:56 p.m. Brighton seconded.

Motion passed 7/0.

Respectfully submitted,

Diane L. Denison, Clerk
USD 383 Board of Education

Jurdene Coleman, President
USD 383 Board of Education

ITEM 6.2

**MANHATTAN-OGDEN USD 383
CHECK REGISTER TOTALS BY FUND
September 15, 2021**

FUND	12	GENERAL FUND	193,146.38
FUND	13	SUPPLEMENTAL GENERAL	226,751.21
FUND	16	CAREER AND POST SECONDARY EDUCATION	3,207.96
FUND	18	AT RISK FUND	11,532.78
FUND	19	PARENT EDUCATION PROGRAM	5,214.27
FUND	20	STATE PRE-KINDERGARTEN PROGRAM	385.99
FUND	30	SPECIAL EDUCATION	5,224.57
FUND	35	FOOD SERVICE	196,263.23
FUND	45	MANHATTAN VIRTUAL ACADEMY	10,861.90
FUND	46	BILINGUAL EDUCATION (ESL)	63.98
FUND	54	PROFESSIONAL DEVELOPMENT	1,272.39
FUND	55	CAPITAL OUTLAY	149,279.61
FUND	66	CONTINGENCY FUND	81,905.28
FUND	69	TEXTBOOK RENTAL	34,669.98
FUND	70	HEAD START	31,674.09
FUND	72	KLINK STRIVING READERS	5,000.00
FUND	73	CONCURRENT ENROLLMENT	6,396.00
FUND	77	COLLEGE HILL PRESCHOOL	609.40
FUND	80	TITLE I	9,568.03
FUND	86	DODEA MILITARYIMPACT	6,359.00
FUND	87	TITLE II A TEACHR QUALITY	4,079.00
FUND	90	ALCOHOL PREVENTION	407.05
FUND	92	DRUG FREE SCHOOLS PROGRAM	1,810.00
FUND	94	CHILDCARE/PRE-SCHOOL	9,395.14
FUND	96	YES GRANT	5,466.33
FUND	97	BOND CONSTRUCTION	2,801,217.81
FUND	99	MINI GRANTS	14,250.39
REPORT TOTAL			3,816,011.77

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00182884	150.00	09/15/21	595330 A1 TRASH SERVICE AND RECYCLING, INC.	C
01	00182885	57.12	09/15/21	601675 ALBIN, COURTNEY	C
01	00182886	586.00	09/15/21	8887 AMERICAN PEST MANAGEMENT, INC.	C
01	00182887	9,303.00	09/15/21	16695 APPLE INC.	C
01	00182888	74.37	09/15/21	574872 BAILEY, LEIGH	C
01	00182889	38,180.92	09/15/21	7145 BEN E KEITH CO	C
01	00182890	60.00	09/15/21	565571 BENTON, MITCHELL J.	C
01	00182891	519.01	09/15/21	16692 BORDER STATES INDUSTRIES	C
01	00182892	75.00	09/15/21	605883 BRUMMETT, ROBERT	C
01	00182893	23.75	09/15/21	922369 CARQUEST OF MANHATTAN	C
01	00182894	69.10	09/15/21	9022 CENTURY BUSINESS SYSTEMS	C
01	00182895	60.00	09/15/21	9113 CLAY CENTER HIGH SCHOOL	C
01	00182896	90.00	09/15/21	624543 CLEMONS, RILEY	C
01	00182897	75.00	09/15/21	23575 COMBS, LAWRENCE	C
01	00182898	100.00	09/15/21	7744 COUNCIL GROVE HIGH SCHOOL	C
01	00182899	100.00	09/15/21	593958 COVARRUBIAS, JOSE	C
01	00182900	600.00	09/15/21	5868 KANSAS STATE UNIVERSITY	C
01	00182901	594.00	09/15/21	600636 CUSTOM CREATIONS	C
01	00182902	90.00	09/15/21	565539 D & D SCALES	C
01	00182903	125.00	09/15/21	557277 DEAN, ROBERT	C
01	00182904	25.00	09/15/21	557277 DEAN, ROBERT	C
01	00182905	10.00	09/15/21	1243 EBERT, GEORGE	C
01	00182906	80.00	09/15/21	1243 EBERT, GEORGE	C
01	00182907	25.00	09/15/21	11983 EMPORIA HIGH SCHOOL	C
01	00182908	35,764.19	09/15/21	1343 F & A SALES, INC.	C
01	00182909	125.00	09/15/21	617164 FINCH, DARYL	C
01	00182910	25.00	09/15/21	617164 FINCH, DARYL	C
01	00182911	86.00	09/15/21	8038 FLINN SCIENTIFIC, INC.	C
01	00182912	6,696.60	09/15/21	569089 FOLLETT SCHOOL SOLUTIONS, INC.	C
01	00182913	80.00	09/15/21	618519 FOWLER, JEFF	C
01	00182914	10.00	09/15/21	618519 FOWLER, JEFF	C
01	00182915	90.00	09/15/21	97358 FRAGEL, DOUG	C
01	00182916	100.00	09/15/21	543209 GOMEZ, PHILIP	C
01	00182917	25.00	09/15/21	543209 GOMEZ, PHILIP	C
01	00182918	125.00	09/15/21	608491 HAFENSTINE, JAMIE	C
01	00182919	60.00	09/15/21	32049 HAFLIGER, CLINT	C
01	00182920	80.00	09/15/21	19940 HEMPHILL, TROY	C
01	00182921	10.00	09/15/21	19940 HEMPHILL, TROY	C
01	00182922	5,152.12	09/15/21	25099 HILAND/STEFFENS DAIRY COMPANY	C
01	00182923	227.16	09/15/21	1687 HOBART SERVICE; ITW FOOD EQUIPMENT GROUP	C
01	00182924	40.77	09/15/21	587184 HODGES, KALLI	C
01	00182925	10,428.00	09/15/21	1734 INTERVENTION SOLUTIONS GROUP	C
01	00182926	25.00	09/15/21	610348 HULA II, RODNEY BRUCE	C
01	00182927	125.00	09/15/21	610348 HULA II, RODNEY BRUCE	C
01	00182928	100.00	09/15/21	6731 HUTCHINSON HIGH SCHOOL	C
01	00182929	125.00	09/15/21	568627 HUTSON, KYLE	C
01	00182930	60.70	09/15/21	603520 JONES, TORRI	C
01	00182931	60.00	09/15/21	625213 JOY, BRYAN	C
01	00182932	45.00	09/15/21	2055 JUNCTION CITY HIGH SCHOOL	C
01	00182933	4,669.30	09/15/21	42057 JUNIOR LIBRARY GUILD	C
01	00182934	49.99	09/15/21	4138 J.W. PEPPER & SON, INC	C
01	00182935	48.00	09/15/21	921461 KAW VALLEY DIGITIZING AND EMBROIDERY	C
01	00182936	199.00	09/15/21	569062 KLEIN, HOLLY	C
01	00182937	1,055.00	09/15/21	7075 KSHSAA	C
01	00182938	50.85	09/15/21	623482 JOANNA LAGERQUIST	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00182939	29.33	09/15/21	603759 LATTIMER, JACOB	C
01	00182940	125.00	09/15/21	5224 LAWRENCE HIGH SCHOOL	C
01	00182941	6,142.75	09/15/21	593770 LIBERTY FRUIT CO.	C
01	00182942	60.00	09/15/21	618756 LOPEZ, TERRY	C
01	00182943	45.00	09/15/21	5103 MCHENRY, GREG	C
01	00182944	210.87	09/15/21	27520 MEAD LUMBER	C
01	00182945	470.07	09/15/21	597 MIDWEST ACE HARDWARE	C
01	00182946	60.00	09/15/21	590274 MILTON, STEVEN	C
01	00182947	60.00	09/15/21	575534 MORGAN, TIM	C
01	00182948	4,550.00	09/15/21	600229 NARDONE BROS BAKING CO INC.	C
01	00182949	382.16	09/15/21	24946 NETWORK COMPUTER SOLUTIONS	C
01	00182950	39.14	09/15/21	559059 PECORARO, KELLY	C
01	00182951	125.00	09/15/21	558532 PHEBUS, WHITNEY	C
01	00182952	259.99	09/15/21	609382 PLATT, ANDREA	C
01	00182953	73.25	09/15/21	621854 RUSCHE, TAYLOR	C
01	00182954	125.00	09/15/21	734 SALINA SOUTH HIGH SCHOOL	C
01	00182955	26.15	09/15/21	587087 SCHMITZ, ABBY	C
01	00182956	110.00	09/15/21	5226 SEAMAN HIGH SCHOOL	C
01	00182957	2,004.10	09/15/21	31513 SECURITY SOLUTIONS	C
01	00182958	18.82	09/15/21	586374 KAYLA MARIE SIMON	C
01	00182959	154.07	09/15/21	1641 SIR SPEEDY	C
01	00182960	80.00	09/15/21	96491 SMART, LARRY	C
01	00182961	10.00	09/15/21	96491 SMART, LARRY	C
01	00182962	288.75	09/15/21	8053 SOUTHEAST KANSAS EDUCATION SERVICE CENTE	C
01	00182963	338.58	09/15/21	10504 SOUTHPAW ENTERPRISES, INC	C
01	00182964	1,025.34	09/15/21	1031 STANION WHOLESALE ELEC. CO.	C
01	00182965	190.00	09/15/21	8936 STITT, KATHY	C
01	00182966	6,152.00	09/15/21	600083 SWANK MOVIE LICENSING USA	C
01	00182967	60.00	09/15/21	625221 TERRILL, KALE	C
01	00182968	246.00	09/15/21	1427 THERMAL COMFORT AIR	C
01	00182969	25,599.73	09/15/21	2007 THYSSENKRUPP ELEVATOR CORPORATION	C
01	00182970	100.00	09/15/21	30462 TONGANOXIE HIGH SCHOOL	C
01	00182971	100.00	09/15/21	4940 TOPEKA HIGH SCHOOL	C
01	00182972	40.00	09/15/21	5220 TOPEKA WEST HIGH SCHOOL	C
01	00182973	120.14	09/15/21	859 USD #383 TRANSPORTATION	C
01	00182974	41.55	09/15/21	625043 VANDEVER, KRISTEN	C
01	00182975	60.00	09/15/21	43960 WALTERS, KELLY	C
01	00182976	15.00	09/15/21	883 WASHBURN RURAL HIGH SCHOOL	C
01	00182977	15.00	09/15/21	883 WASHBURN RURAL HIGH SCHOOL	C
01	00182978	100.00	09/15/21	883 WASHBURN RURAL HIGH SCHOOL	C
01	00182979	9.48	09/15/21	5094 WATERS TRUE VALUE HARDWARE	C
01	00182980	80.00	09/15/21	621951 WESTERMAN, ANDREW	C
01	00182981	80.00	09/15/21	621951 WESTERMAN, ANDREW	C
01	00182982	45.00	09/15/21	578827 WHITNEY, MARLIN	C
01	00182983	2,496.00	09/15/21	5231 WORLD BOOK EDUCATIONAL PRODUCT SCHOOL &	C
01	00182984	90.00	09/15/21	7335 ZACHARIASEN, KEITH	C
01	00182985	7,869.26	09/01/21	601217 AMAZON CAPITAL SERVICES, INC.	C
01	00182986	45.98	09/01/21	33299 COX BUSINESS	C
01	00182987	370.86	09/01/21	40518 COX COMMUNICATIONS	C
01	00182988	112,764.16	09/01/21	610640 EVERGY	C
01	00182989	138.96	09/01/21	2130 KANSAS GAS SERVICE	C
01	00182990	1,931.20	09/01/21	625450 RURAL WATER DISTRICT #1 POTT. COUNTY	C
01	00182991	717.36	09/01/21	997528 VERIZON WIRELESS	C
01	00182992	4,325.00	09/01/21	624527 WAMEGO TELECOMMUNICATIONS CO, INC	C
01	00182993	5,982.76	09/01/21	5093 CITY OF MANHATTAN	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00182994	7,361.28	09/01/21	10604 HOWIES ENTERPRISES	C
01	00182995	53.00	09/15/21	556416 ABLE PRINTING COMPANY, LLC	C
01	00182996	12,475.25	09/15/21	16695 APPLE INC.	C
01	00182997	586.00	09/15/21	596485 B-4 FIRE EXTINGUISHER SALES&SERVICE, LLC	C
01	00182998	1,101.72	09/15/21	35888 BAKER DISTRIBUTING	C
01	00182999	5,976.98	09/15/21	570834 BLACKBOARD	C
01	00183000	298.15	09/15/21	625442 BROADWAY PLAY PUBLISHING INC	C
01	00183001	148.00	09/15/21	567 BROOKS YAMAHA, INC.	C
01	00183002	182.49	09/15/21	922369 CARQUEST OF MANHATTAN	C
01	00183003	90.00	09/15/21	543101 CAT CAN PORTABLE SERVICES OF MANHATTAN	C
01	00183004	1,510.03	09/15/21	23459 CENGAGE LEARNING INC	C
01	00183005	14.70	09/15/21	561258 CHARLES D. JONES & COMPANY, INC.	C
01	00183006	2,874.05	09/15/21	563714 CHILDREN'S PLUS, INC.	C
01	00183007	54.87	09/15/21	605697 JOHN CHRISTIE	C
01	00183008	4,822.00	09/15/21	5594 CYTEK MEDIA SYSTEMS, INC.	C
01	00183009	60.00	09/15/21	565539 D & D SCALES	C
01	00183010	148.00	09/15/21	624950 DICKINSON COUNTY HISTORICAL SOCIETY	C
01	00183011	2,400.00	09/15/21	624586 EDGENUITY INC	C
01	00183012	7.01	09/15/21	20114 FASTENAL COMPANY	C
01	00183013	21,520.00	09/15/21	617091 FIRST DAKOTA INDEMNITY COMPANY	C
01	00183014	533.94	09/15/21	569089 FOLLETT SCHOOL SOLUTIONS, INC.	C
01	00183015	76.16	09/15/21	30546 HAGEMAN, TAMARA	C
01	00183016	206.40	09/15/21	1702 HOLIDAY INN AT THE CAMPUS	C
01	00183017	900.00	09/15/21	617687 IEDISCOVERIES	C
01	00183018	2,481.90	09/15/21	42057 JUNIOR LIBRARY GUILD	C
01	00183019	250.00	09/15/21	10714 KANSAS STATE DEPARTMENT OF EDUCATION	C
01	00183020	15.00	09/15/21	562378 KANSAS STATE RESEARCH AND EXTENSION	C
01	00183021	79.39	09/15/21	589055 KING, KRISTIE	C
01	00183022	1,901.46	09/15/21	7075 KSHSAA	C
01	00183023	85.00	09/15/21	43756 LORENZ, ELKE	C
01	00183024	359.10	09/15/21	32498 MALL, ROBIN	C
01	00183025	131.60	09/15/21	31867 MANHATTAN WINNELSON	C
01	00183026	13.50	09/15/21	9516 MATHESON TRI-GAS, INC.	C
01	00183027	1,116.00	09/15/21	27520 MEAD LUMBER	C
01	00183028	3,123.41	09/15/21	31831 MEDCO SUPPLY COMPANY	C
01	00183029	12.00	09/15/21	591440 ERIN MEYER-GAMBREL	C
01	00183030	91.90	09/15/21	597 MIDWEST ACE HARDWARE	C
01	00183031	49.73	09/15/21	564575 NEWELL, TRACY	C
01	00183032	32.42	09/15/21	601900 PAPE, VIRGINIA	C
01	00183033	41.44	09/15/21	36734 PAYNE, LESLIE	C
01	00183034	1,704.00	09/15/21	7582 PIONEER MANUFACTURING	C
01	00183035	71.23	09/15/21	609030 PUDERBAUGH, ALEXANDRIA	C
01	00183036	2,640.00	09/15/21	23289 PUGH COMMUNICATIONS	C
01	00183037	209.64	09/15/21	4357 REEVES-WIEDEMAN CO., INC.	C
01	00183038	67.65	09/15/21	579122 REID, ERIC	C
01	00183039	331.94	09/15/21	624403 RESISTANCE BAND TRAINING SYSTEMS, LLC	C
01	00183040	168.95	09/15/21	36064 IKON OFFICE SOLUTIONS, INC	C
01	00183041	200.00	09/15/21	623911 RSCHOOL TODAY	C
01	00183042	286.28	09/15/21	745 SCHOOL SPECIALTY	C
01	00183043	2,172.95	09/15/21	745 SCHOOL SPECIALTY, LLC	C
01	00183044	22.95	09/15/21	550825 SCOTT RICE OFFICE WORKS	C
01	00183045	168.00	09/15/21	9112 SHAWNEE HEIGHTS HIGH SCHOOL	C
01	00183046	702.58	09/15/21	1641 SIR SPEEDY	C
01	00183047	50.00	09/15/21	920524 SKILLSUSA KANSAS	C
01	00183048	91.39	09/15/21	36783 SMITH, STEPHANIE	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00183049	123.75	09/15/21	8053 SOUTHEAST KANSAS EDUCATION SERVICE CENTE	C
01	00183050	1,018.13	09/15/21	1031 STANION WHOLESALE ELECTRIC CO INC.	C
01	00183051	926.05	09/15/21	544426 STAPLES ADVANTAGE	C
01	00183052	54.32	09/15/21	920628 STEENBOCK, SARA	C
01	00183053	2,715.26	09/15/21	36466 SUMMIT TRUCK GROUP	C
01	00183054	25.70	09/15/21	321 TOLL, AMY	C
01	00183055	5,280.00	09/15/21	622044 UL VERIFICATION SERVICES INC	C
01	00183056	49.40	09/15/21	561959 UNIFIRST CORPORATION	C
01	00183057	41.86	09/15/21	618110 WANAMAKER, MEGAN	C
01	00183058	162.86	09/15/21	5094 WATERS TRUE VALUE HARDWARE	C
01	00183059	4,000.00	09/15/21	5134 WIBW	C
01	00183060	168.75	09/15/21	36293 WILSON, CARMEN	C
01	00183061	27,312.38	09/02/21	616940 SYMMETRY ENERGY SOLUTIONS, LLC	C
01	00183062	175.70	09/15/21	578088 BROOKE-FRUENDT, PATRICIA	C
01	00183063	199,692.00	09/15/21	5594 CYTEK MEDIA SYSTEMS, INC.	C
01	00183064	12,998.21	09/15/21	996769 GOULD EVANS ASSOCIATES	C
01	00183065	1,430.80	09/15/21	1567 GRAINGER INC	C
01	00183066	5,785.35	09/15/21	611549 HUBERT COMPANY	C
01	00183067	1,897,298.51	09/15/21	610356 MCCOWNGORDON CONSTRUCTION	C
01	00183068	14,860.00	09/15/21	541117 OLSSON, INC.	C
01	00183069	380,058.80	09/15/21	745 SCHOOL SPECIALTY	C
01	00183070	287,672.00	09/15/21	36288 UNITE PRIVATE NETWORKS	C
01	00183071	47.15	09/15/21	8926 ARMENDARIZ, JIM	C
01	00183072	6,540.79	09/15/21	16827 BG CONSULTANTS INC.	C
01	00183073	262.08	09/15/21	13431 BRACKER'S GOOD EARTH CLAYS INC	C
01	00183074	39,651.00	09/15/21	5594 CYTEK MEDIA SYSTEMS, INC.	C
01	00183075	22,515.07	09/15/21	23470 KOLDE CONCRETE PUMPING	C
01	00183076	698.00	09/15/21	36428 MANHATTAN APPLIANCE AND SLEEP SOURCE	C
01	00183077	6,190.00	09/15/21	10563 PARENTS AS TEACHERS	C
01	00183078	787.50	09/15/21	36631 NCS PEARSON	C
01	00183079	140.24	09/15/21	36631 NCS PEARSON, INC.	C
01	00183080	121.96	09/15/21	7921 REALLY GOOD STUFF, LLC	C
01	00183081	66.00	09/15/21	555967 RTI (RIVERSIDE TECHNOLOGIES, INC.)	C
01	00183082	20,729.43	09/15/21	745 SCHOOL SPECIALTY	C
01	00183083	11,329.80	09/15/21	582174 SPHERO, INC.	C
01	00183084	270.24	09/15/21	544426 STAPLES ADVANTAGE	C
01	00183085	71,268.10	09/15/21	595357 TECH ELECTRONICS	C
01	00183086	3,295.17	09/08/21	601217 AMAZON CAPITAL SERVICES, INC.	C
01	00183087	32,163.86	09/08/21	31117 CARD CENTER	C
01	00183088	76.94	09/08/21	773 CITY OF OGDEN	C
01	00183089	254.99	09/08/21	40518 COX COMMUNICATIONS	C
01	00183090	193.11	09/08/21	625450 RURAL WATER DISTRICT #1 POTT. COUNTY	C
01	00183091	29.75	09/08/21	1334 SEATON LAW OFFICES, LLP	C
01	00183092	374.00	09/08/21	32005 UNDERGROUND VAULT AND STORAGE INC	C
01	00183093	32,530.64	09/08/21	36288 UNITE PRIVATE NETWORKS	C
01	00183094	340.00	09/15/21	8887 AMERICAN PEST MANAGEMENT, INC.	C
01	00183095	16.71	09/15/21	578835 AMICK, ALLEX	C
01	00183096	203.34	09/15/21	28969 APGAR, DAVID	C
01	00183097	9,495.25	09/15/21	16695 APPLE INC.	C
01	00183098	325.00	09/15/21	9992 ATHCO	C
01	00183099	2,849.00	09/15/21	564567 AUTO-OWNERS INSURANCE	C
01	00183100	164.40	09/15/21	7987 BD4 DISTRIBUTING	C
01	00183101	43,325.28	09/15/21	7145 BEN E KEITH CO	C
01	00183102	8,559.63	09/15/21	7145 BEN E KEITH CO	C
01	00183103	30.00	09/15/21	9053 BONAWITZ MACHINE SHOP	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00183104	24.53	09/15/21	41026 BORG, DEANNA	C
01	00183105	108.00	09/15/21	624594 BRINKMAN, MARIAH	C
01	00183106	400.00	09/15/21	625442 BROADWAY PLAY PUBLISHING INC	C
01	00183107	215.00	09/15/21	602949 CANADAY, COURTNEY	C
01	00183108	6,715.04	09/15/21	13212 CAPITAL CITY OIL INC.	C
01	00183109	45.12	09/15/21	922369 CARQUEST OF MANHATTAN	C
01	00183110	250.00	09/15/21	543101 CAT CAN PORTABLE SERVICES OF MANHATTAN	C
01	00183111	993.82	09/15/21	23487 CDI DALLAS LLC	C
01	00183112	12,245.00	09/15/21	709 CENTRAL MECHANICAL CONSTRUCTION CO., INC	C
01	00183113	1,083.10	09/15/21	9022 CENTURY BUSINESS SYSTEMS	C
01	00183114	200.98	09/15/21	605697 JOHN CHRISTIE	C
01	00183115	6,745.00	09/15/21	573256 CYBERTRON INTERNATIONAL, INC.	C
01	00183116	22.96	09/15/21	571954 DAHNKE, MARY K.	C
01	00183117	275.00	09/15/21	603783 DEHART PLUMBING	C
01	00183118	59.53	09/15/21	569275 DILLON CUSTOMER CHARGES	C
01	00183119	23.52	09/15/21	598771 DOCKERY, LAURA	C
01	00183120	33,652.28	09/15/21	1343 F & A SALES, INC.	C
01	00183121	20.89	09/15/21	625515 FISHER, MANDY	C
01	00183122	36,264.56	09/15/21	569089 FOLLETT SCHOOL SOLUTIONS, INC.	C
01	00183123	153.12	09/15/21	625060 FRIENDSHIP HOUSE	C
01	00183124	406.00	09/15/21	95918 GOLF USA	C
01	00183125	126.84	09/15/21	585734 HANNAN, LAURA	C
01	00183126	7,478.62	09/15/21	25099 HILAND/STEFFENS DAIRY COMPANY	C
01	00183127	264.20	09/15/21	1687 HOBART SERVICE; ITW FOOD EQUIPMENT GROUP	C
01	00183128	365.50	09/15/21	32513 HUMES, KARI	C
01	00183129	1,035.00	09/15/21	25098 RICOH USA, INC	C
01	00183130	128.95	09/15/21	996092 INTERSTATE BATTERIES OF NE KANSAS	C
01	00183131	9,330.00	09/15/21	560960 IXL LEARNING, INC.	C
01	00183132	35.11	09/15/21	996505 JOHNSTON, CARLA	C
01	00183133	37,637.00	09/15/21	585521 KANSAS STATE UNIVERSITY	C
01	00183134	2,250.00	09/15/21	6271 KASB	C
01	00183135	50.00	09/15/21	553174 KATALYST SIGN & GRAFIX, LLC	C
01	00183136	16.24	09/15/21	569062 KLEIN, HOLLY	C
01	00183137	56.56	09/15/21	625566 LANE, CANDICE	C
01	00183138	87.88	09/15/21	573612 LEARNING TREE INSTITUTE AT GREENBUSH	C
01	00183139	6,481.75	09/15/21	593770 LIBERTY FRUIT CO.	C
01	00183140	269.00	09/15/21	578 SEATON PUBLISHING	C
01	00183141	169.85	09/15/21	621617 MARRERO, LUIS	C
01	00183142	279.20	09/15/21	9516 MATHESON TRI-GAS, INC.	C
01	00183143	20,186.90	09/15/21	570648 MID KANSAS COOPERATIVE ASSOCIATION	C
01	00183144	137.31	09/15/21	597 MIDWEST ACE HARDWARE	C
01	00183145	2,107.72	09/15/21	559920 MIDWEST TRANSIT EQUIPMENT, INC.	C
01	00183146	5,100.00	09/15/21	590894 NATIONAL FOOD GROUP, INC.	C
01	00183147	720.00	09/15/21	30023 NCS PEARSON INC.	C
01	00183148	1,776.79	09/15/21	6533 BSN SPORTS LLC	C
01	00183149	10.42	09/15/21	477 PFANNENSTIEL, JILL	C
01	00183150	199.00	09/15/21	4182 PITSCO EDUCATION LLC	C
01	00183151	23.69	09/15/21	582085 PLANKINTON, LISA	C
01	00183152	44.52	09/15/21	609030 PUDEBAUGH, ALEXANDRIA	C
01	00183153	546.00	09/15/21	4291 PUR-O-ZONE	C
01	00183154	44.41	09/15/21	585580 RANSOM, JOSHUAH (EMPLOYEE REIMBURSEMENT)	C
01	00183155	19.85	09/15/21	4357 REEVES-WIEDEMAN CO., INC.	C
01	00183156	12.71	09/15/21	564729 RHODES, KATIE	C
01	00183157	322.57	09/15/21	36064 IKON OFFICE SOLUTIONS, INC	C
01	00183158	54,592.90	09/15/21	577820 RILEY COUNTY CLERK	C

A/P Summary Check Register

FPREG01A

Bank	Check No	Amount	Date	Vendor	Type
01	00183159	40.00	09/15/21	4393 RILEY COUNTY EXTENSION COUNCIL	C
01	00183160	229.65	09/15/21	7153 ROLLING HILLS REFUGE WILDLIFE CONSERVATI	C
01	00183161	44.07	09/15/21	594881 MOLLY ANN RYAN	C
01	00183162	85.01	09/15/21	28080 SALISBURY SUPPLY CO INC	C
01	00183163	2,546.00	09/15/21	5792 SCANTRON CORP. HARLAND TECHNOLOGY SERVIC	C
01	00183164	2,594.45	09/15/21	745 SCHOOL SPECIALTY	C
01	00183165	52.56	09/15/21	745 SCHOOL SPECIALTY	C
01	00183166	72.41	09/15/21	21929 SCHUH, BRIAN	C
01	00183167	224.68	09/15/21	564516 SHIVERS, LUCAS	C
01	00183168	411.35	09/15/21	1641 SIR SPEEDY	C
01	00183169	184.07	09/15/21	94679 SLEZINGER, JAN	C
01	00183170	344.56	09/15/21	588083 SMITH, BRANDI	C
01	00183171	387.52	09/15/21	544426 STAPLES ADVANTAGE	C
01	00183172	270.00	09/15/21	575313 STARFALL EDUCATION	C
01	00183173	328.90	09/15/21	36466 SUMMIT TRUCK GROUP	C
01	00183174	30.00	09/15/21	602396 TARKIO CD DISPOSAL, LLC	C
01	00183175	6,550.00	09/15/21	595357 TECH ELECTRONICS	C
01	00183176	406.76	09/15/21	1427 THERMAL COMFORT AIR	C
01	00183177	60.44	09/15/21	596590 THOMLINSON, SHANNON	C
01	00183178	59.36	09/15/21	31858 TIEDE, ANDREA	C
01	00183179	5,198.07	09/15/21	562394 TRANE	C
01	00183180	1,257.61	09/15/21	44125 ULINE	C
01	00183181	49.40	09/15/21	561959 UNIFIRST CORPORATION	C
01	00183182	331.92	09/15/21	859 USD #383 TRANSPORTATION	C
01	00183183	9.41	09/15/21	36471 VANNEVEL, ANITA	C
01	00183184	247.97	09/15/21	5094 WATERS TRUE VALUE HARDWARE	C
01	00183185	11.20	09/15/21	620521 WHITFIELD, DENISE	C
Total Bank No 01		3,816,011.77			

Total Manual Checks	.00
Total Computer Checks	3,816,011.77
Total ACH Checks	.00
Total Other Checks	.00
Total Electronic Checks	.00
Total Computer Voids	.00
Total Manual Voids	.00
Total ACH Voids	.00
Total Other Voids	.00
Total Electronic Voids	.00

Grand Total **3,816,011.77**

Number of Checks **302**

Batch Yr	Batch No	Amount
22	000309	169,263.22
22	000310	128,162.78
22	000319	180,617.36
22	000333	89,276.24
22	000337	13,344.04
22	000340	27,312.38
22	000345	2,799,971.37
22	000347	68,918.46
22	000351	339,145.92

ITEM 6.3.1

Manhattan-Ogden USD 383
Clerk's Report
For the Period July 1, 2021 through August 31, 2021

Fund	Appropriation	Disbursements	Unexpended Balance
Published Funds			
<i>General</i>	49,719,988.00	(1,455,287.59)	48,264,700.41
<i>Supplemental General</i>	16,019,073.00	(1,448,596.22)	14,570,476.78
<i>Career and Postsecondary</i>	1,296,550.00	(83,299.27)	1,213,250.73
<i>At Risk</i>	5,761,525.00	(81,754.44)	5,679,770.56
<i>Parent Education Program</i>	388,550.00	(61,080.39)	327,469.61
<i>Four Year Old At Risk</i>	255,600.00	(5,533.28)	250,066.72
<i>Special Education</i>	16,694,010.00	(341,482.22)	16,352,527.78
<i>Food Service</i>	4,026,150.00	(196,437.20)	3,829,712.80
<i>Adult Basic Education</i>	100,000.00	(88,542.92)	11,457.08
<i>Manhattan Virtual Academy</i>	1,109,500.00	(93,648.59)	1,015,851.41
<i>Bilingual Education (ESL)</i>	512,350.00	(14,634.48)	497,715.52
<i>Driver Training</i>	202,700.00	(30,573.90)	172,126.10
<i>Professional Development</i>	206,850.00	(10,336.31)	196,513.69
<i>Capital Outlay</i>	9,398,600.00	(291,190.04)	9,107,409.96
<i>Bond & Interest</i>	13,306,087.00	(9,471,205.64)	3,834,881.36
<i>KPERS Spec Ret Contr</i>	8,469,989.00	(2,063,058.31)	6,406,930.69
<i>Summer School</i>	30,000.00	(8,351.84)	21,648.16
Total Published Funds	127,497,522.00	(15,745,012.64)	111,752,509.36
Other Funds			
<i>Special Assessments</i>	75,000.00	(70,000.00)	5,000.00
<i>Contingency Fund</i>	N/A	(734,722.99)	N/A
<i>Student Materials Fee</i>	N/A	0.00	N/A
<i>Textbook Rental</i>	N/A	(12,232.76)	N/A
<i>Head Start</i>	1,663,751.00	(73,456.45)	1,590,294.55
<i>ESSER-School Emergency R</i>	N/A	(62,382.59)	N/A
<i>KLINK Striving Readers</i>	N/A	(18,946.20)	N/A
<i>Concurrent Courses</i>	N/A	0.00	N/A
<i>Heartland Works</i>	N/A	0.00	N/A
<i>KS After School Enhancemt</i>	N/A	0.00	0.00
<i>College Hill Preschool</i>	353,750.00	(22,868.79)	330,881.21
<i>Kansas Reading Roadmap</i>	0.00	0.00	N/A
<i>21st Century (CLC)</i>	130,000.00	(38,481.05)	91,518.95
<i>Title I</i>	1,046,952.78	(7,406.62)	1,039,546.16
<i>Immigrant</i>	0.00	0.00	0.00
<i>Grant Administration</i>	N/A	(14,612.69)	N/A
<i>Title III-Eng Lang Learnr</i>	67,641.00	(6,000.00)	61,641.00
<i>Indian Education</i>	15,119.00	(47.55)	15,071.45
<i>DODEA Military Impact</i>	133,795.00	(1,685.28)	N/A
<i>Title II A Teachr Quality</i>	1,172,516.34	(23,178.94)	1,149,337.40
<i>Families in Transition</i>	13,260.66	(1,186.13)	12,074.53
<i>Title II D Education Tech</i>	0.00	0.00	0.00
<i>Alcohol Prevention</i>	140,084.81	(13,989.05)	126,095.76
<i>Drug Free Schools Program</i>	55,659.00	0.00	55,659.00
<i>KS Early Learning Coll</i>	N/A	0.00	N/A
<i>Childcare/Preschool</i>	N/A	(169,399.55)	N/A
<i>Emergency Crisis Grant</i>	N/A	0.00	N/A
<i>Yes Grants</i>	N/A	(16,754.34)	N/A
<i>Facilities Constr Proj \$129M</i>	129,497,416.86	(9,632,119.63)	N/A
<i>Safe and Supportive Schools</i>	N/A	(1,640.00)	N/A
<i>Mini Grants</i>	N/A	(28,655.07)	N/A
Subtotal Other Funds	134,364,946.45	(10,949,765.68)	123,415,180.77
TOTAL	261,862,468.45	(26,694,778.32)	235,167,690.13

ITEM 6.3.2
Manhattan-Ogden USD #383
Treasurer's Report
For the Period August 1 through August 31, 2021

Fund	Beginning Balance	Receipts	Disbursements	Ending Balance
Published Funds				
<i>General</i>	1,053,271.38	1,805,918.03	905,272.42	1,953,916.99
<i>Supplemental General</i>	8,227.30	0.00	458,174.64	(449,947.34)
<i>Career and Postsecondary</i>	880,356.21	70,000.00	10,535.84	939,820.37
<i>At Risk</i>	3,808,007.23	0.00	62,141.17	3,745,866.06
<i>Parent Education Program</i>	178,399.50	0.00	34,494.30	143,905.20
<i>Four Year Old At Risk</i>	165,976.20	0.00	2,728.08	163,248.12
<i>Special Education</i>	3,811,967.77	216,825.49	225,377.32	3,803,415.94
<i>Food Service</i>	682,055.55	124,234.64	91,210.25	715,079.94
<i>Adult Basic Education</i>	95,881.95	0.00	88,542.92	7,339.03
<i>Manhattan Virtual Academy</i>	861,884.38	7,779.99	80,259.73	789,404.64
<i>Bilingual Education (ESL)</i>	474,386.13	0.00	7,428.67	466,957.46
<i>Drivers Training</i>	350,050.22	9,185.44	13,610.62	345,625.04
<i>Professional Development</i>	288,866.29	0.00	6,792.06	282,074.23
<i>Capital Outlay</i>	10,963,553.08	49,952.96	2,122,890.24	8,890,615.80
<i>Bond & Interest</i>	11,852,390.92	119,870.00	9,471,205.64	2,501,055.28
<i>KPERS Spec Ret Contr</i>	0.00	0.00	0.00	0.00
<i>Summer School</i>	81,751.54	682.00	5,327.53	77,106.01
<i>Subtotal Published Funds</i>	35,557,025.65	2,404,448.55	13,585,991.43	24,375,482.77
Other Funds				
<i>Special Assessments</i>	111,614.83	0.00	70,000.00	41,614.83
<i>Contingency Fund</i>	6,864,907.02	0.00	182,805.24	6,682,101.78
<i>Student Materials Fee</i>	161,370.18	92,281.22	0.00	253,651.40
<i>Textbook Rental</i>	861,348.79	92,644.66	12,232.76	941,760.69
<i>Head Start</i>	0.00	50,501.70	50,500.14	1.56
<i>ESSER-School Emergency</i>	(972,643.70)	0.00	46,950.79	(1,019,594.49)
<i>KLINK Striving Readers</i>	19,089.17	0.00	18,946.20	142.97
<i>Concurrent Courses</i>	806,423.17	138,798.83	0.00	945,222.00
<i>Heartland Works</i>	4,483.31	0.00	0.00	4,483.31
<i>KS After School Enhancemt</i>	0.00	0.00	0.00	0.00
<i>College Hill Preschool</i>	24,593.66	44,219.00	25,046.99	43,765.67
<i>Kansas Reading Roadmap</i>	0.00	0.00	0.00	0.00
<i>Community Learning Center</i>	3,087.09	0.00	3,061.68	25.41
<i>Title I</i>	10,243.21	0.00	4,083.44	6,159.77
<i>Immigrant</i>	47.08	0.00	0.00	47.08
<i>Grant Administration</i>	0.00	14,612.69	14,612.69	0.00
<i>Title III-Eng Lang Learner</i>	0.00	6,000.00	6,000.00	0.00
<i>Migrant</i>	911.30	0.00	0.00	911.30
<i>Indian Education</i>	31.51	0.00	0.00	31.51
<i>DODEA Military Impact</i>	206.95	0.00	206.95	0.00
<i>Title II A Teachr Quality</i>	0.00	6,000.00	5,958.11	41.89
<i>Families in Transition</i>	1,336.34	0.00	1,186.13	150.21
<i>Title II D Education Tech</i>	456.23	0.00	0.00	456.23
<i>Alcohol Prevention</i>	42,286.00	0.00	6,806.68	35,479.32
<i>ESL: Training for Teachers</i>	237.50	0.00	0.00	237.50
<i>Drug Free Schools Program</i>	1,217.22	0.00	0.00	1,217.22
<i>KS Early Learning Coll</i>	25,913.49	0.00	0.00	25,913.49
<i>Childcare/Preschool</i>	439,753.65	17,042.55	80,043.26	376,752.94
<i>Emergency Crisis Grant</i>	840.00	0.00	0.00	840.00
<i>Yes Grants</i>	134,417.02	8,308.77	11,856.08	130,869.71
<i>Facilities Constr Proj \$129.5</i>	59,911,165.13	87,286.29	6,127,685.27	53,870,766.15
<i>Safe and Supportive School.</i>	3,279.89	0.00	1,640.00	1,639.89
<i>Mini Grants</i>	1,439,734.15	21,994.75	45,892.40	1,415,836.50
<i>Subtotal Other Funds</i>	69,896,350.19	579,690.46	6,715,514.81	63,760,525.84

TOTAL

105,453,375.84 2,984,139.01 20,301,506.24 88,136,008.61

Manhattan-Ogden USD 383
Treasurer's Report
For the Period August 1 through August 31, 2021

CHECKING ACCOUNTS

Municipal Investment Pool-Overnight-General	25,861,742.46
United Missouri Bank CD	0.00
Commerce Bank-Bonds & Interest	10,328.31
Commerce Bank-Money Market	3,650,230.60
Landmark-Money Market	792,675.72
Landmark-Accounts Payable	2,924,023.93
Landmark-Payroll	3,420,161.90
Add - Deposit in Transit	515,074.94
Less - Outstanding Checks	<u>(435,229.20)</u>

Cash Balance 36,739,008.66

Cash Balance-Operating Funds


Bond Funds:

Municipal Investment Pool-Bonds	0.00
US Treasury Bill	0.00
Security Bank of KC	51,396,999.95
Intrust Bank CD	0.00
United Missouri Bank CD	0.00
Sunflower Bank CD	0.00
United Bank & Trust CD	<u>0.00</u>


Cash Balance-Bond Funds 51,396,999.95

Total Cash Balance 88,136,008.61

I, Lew Faust, Treasurer, hereby certify that to the best of my knowledge, this information is complete and accurate.


Lew Faust

I, Diane Denison, Clerk, hereby certify that to the best of my knowledge, this information is complete and accurate.


Diane Denison

ITEM 6.3.3

Manhattan-Ogden USD 383
Activities Cash Balance Report
August 31, 2021

Fund	Title	Beginning Cash Balance	Receipts	Disbursements	Ending Cash Balance
109	SEASON TICKETS	765.23	0.00	613.00	152.23
110	ACTIVITY TICKETS	6839.29	5260.52	502.23	11,597.58
111	SUMMER WEIGHT TRAINING	0.00	150.00	150.00	0.00
112	PARKING PERMITS	0.00	21580.00	21580.00	0.00
113	WEIGHT ROOM	5714.63	0.00	0.00	5,714.63
114	FOOTBALL	5317.44	20537.30	6025.22	19,829.52
115	BISHOP STADIUM IMPROVEMENTS	0.00	0.00	0.00	0.00
116	BOYS BASKETBALL	4235.11	0.00	1350.00	2,885.11
117	BASEBALL	13689.98	2294.63	0.00	15,984.61
118	BOYS TRACK	8031.71	0.00	156.72	7,874.99
119	BOYS SOCCER	11977.09	0.00	725.00	11,252.09
120	WRESTLING	7036.71	6555.00	0.00	13,591.71
122	CROSS COUNTRY	1554.95	100.00	0.00	1,654.95
124	BOYS TENNIS	980.05	0.00	0.00	980.05
128	BOYS SWIMMING	6272.20	254.00	0.00	6,526.20
129	BOYS GOLF	3603.70	0.00	0.00	3,603.70
130	GIRLS TENNIS	448.60	0.00	65.37	383.23
131	GIRLS SOCCER	6646.37	0.00	1050.00	5,596.37
132	GIRLS VOLLEYBALL	19340.54	0.00	1000.00	18,340.54
133	9TH GR GIRLS BASKETBALL	0.00	0.00	0.00	0.00
134	GIRLS BASKETBALL	7666.44	0.00	450.00	7,216.44
135	SOFTBALL	1259.99	0.00	450.00	809.99
136	GIRLS SWIMMING	3957.08	216.00	0.00	4,173.08
139	BOWLING	28.01	0.00	0.00	28.01
140	GIRLS GOLF	763.40	0.00	0.00	763.40
142	DANCE/DRILL TEAM	1072.25	2727.00	235.00	3,564.25
144	BLUE M	904.77	162.00	13.03	1,053.74
146	DRAMATICS	1785.06	0.00	0.00	1,785.06
147	PSAT - MHS	0.00	0.00	0.00	0.00
148	THESPIANS	422.54	0.00	0.00	422.54
149	ULTIMATE FRISBEE	288.99	0.00	0.00	288.99
150	DEBATE	6203.08	0.00	0.00	6,203.08
151	SCHOLAR BOWL	2747.92	0.00	0.00	2,747.92
152	GENERAL-MHS	9.50	0.00	0.00	9.50
153	ADVANCED PLACEMENT TEST	0.00	0.00	0.00	0.00
154	PLAN TESTING	0.00	0.00	0.00	0.00
155	POTS OF PETALS	6561.52	0.00	0.00	6,561.52
156	NEEDY STUDENT	357.84	0.00	0.00	357.84
158	MENTOR	3333.69	0.00	0.00	3,333.69
159	AMERICA'S GOT SPECIAL TALENT	1960.48	0.00	0.00	1,960.48
160	MUSIC CONTEST ACCOUNT	2043.03	0.00	0.00	2,043.03
161	JOB CORPS DRIVERS ED	0.00	0.00	0.00	0.00
166	MUSICALE	11719.55	0.00	0.00	11,719.55

168	RECORDING STUDIO	6427.85	0.00	857.81	5,570.04
170	BLUE NOTES	1380.81	0.00	0.00	1,380.81
171	COMMUNITY & CIVIC ENGAGEMENT	100.12	0.00	0.00	100.12
172	ORCHESTRA	3490.14	0.00	0.00	3,490.14
173	BLUE LIGHT JOURNAL	12.78	0.00	0.00	12.78
174	CHOIR FUND RAISING	3.89	0.00	0.00	3.89
177	INSTRUMNTL MUSIC RENT FEE	0.00	0.00	0.00	0.00
178	BAND FUND RAISING	15017.99	2637.54	3687.75	13,967.78
180	TRIBE	3101.64	0.00	0.00	3,101.64
182	CHEERLEADING	4749.54	2622.03	0.00	7,371.57
184	STUDENT COUNCIL	0.00	0.00	0.00	0.00
185	EARTH CLUB	0.00	0.00	0.00	0.00
186	AFS CLUB	794.90	0.00	0.00	794.90
190	FELLOWSHP-CHRISTIAN ATHLE	323.69	0.00	0.00	323.69
192	CRIMESTOPPERS	0.00	0.00	0.00	0.00
201	FINE ARTS CLUB	367.39	0.00	0.00	367.39
202	FRENCH CLUB	409.85	0.00	0.00	409.85
203	FIELD BIOLOGY	0.00	0.00	0.00	0.00
204	FFA	3789.85	600.00	0.00	4,389.85
205	KEY CLUB	246.99	0.00	0.00	246.99
206	INTERPERSONAL SKILLS	0.53	0.00	0.00	0.53
207	ROBOTICS CLUB	6171.26	0.00	0.00	6,171.26
208	FCCLA	2170.09	0.00	0.00	2,170.09
209	ENVIRONMENTAL SCIENCE	1113.05	0.00	0.00	1,113.05
210	MANHATTAN VIRTUAL ACAD	0.00	8124.99	8124.99	0.00
211	SCIENCE OLYMPIAD	0.00	0.00	0.00	0.00
212	BLACK STUDENT ASSOCIATION	964.65	0.00	0.00	964.65
213	MEDICAL EXPLORERS	792.05	0.00	0.00	792.05
214	CALCULATOR RENTAL	0.00	833.25	833.25	0.00
215	MHS CULINARY ARTS	3774.51	0.00	0.00	3,774.51
217	NAVIANCE	0.00	50.00	50.00	0.00
218	SPANISH CLUB	1495.16	0.00	0.00	1,495.16
219	GRAPHIC ARTS	0.00	1070.70	1070.70	0.00
220	WOODS PROJECT	3991.43	0.00	0.00	3,991.43
221	HISPANIC CLUB	1047.13	0.00	0.00	1,047.13
222	ASIAN STUDENT UNION	37.26	0.00	0.00	37.26
225	SADD	1624.64	0.00	29.79	1,594.85
226	SASV CLUB	45.00	0.00	0.00	45.00
227	STUCO-VENDING:CANDY-WEST	4488.58	0.00	71.16	4,417.42
228	PROJECT GRADUATION	1589.57	0.00	0.00	1,589.57
229	MHS STUDENT VENDING	19219.10	0.00	0.00	19,219.10
230	SOCIAL FUND-WEST	1186.49	0.00	0.00	1,186.49
232	VEND MACHINE-WEST FACULTY	4315.83	0.00	0.00	4,315.83
233	JOB SKILLS	87.40	0.00	0.00	87.40
234	NATIONAL HONOR SOCIETY	3183.25	0.00	0.00	3,183.25
235	STUCO-VENDING:CANDY-EAST	332.15	0.00	0.00	332.15
236	STUDENT-VENDING-SODA-EAST	4199.72	0.00	0.00	4,199.72
237	MHS PRIDE STORE	438.78	0.00	0.00	438.78
238	GERMAN CLUB	1614.37	0.00	0.00	1,614.37

239	ANIME CLUB	1084.04	40.00	40.00	1,084.04
240	ANTHOLOGY CLUB	275.00	0.00	0.00	275.00
241	CLASS OF 2024	0.00	0.00	0.00	0.00
242	CLASS OF 2020	9483.23	0.00	0.00	9,483.23
243	CLASS OF 2023	991.58	0.00	0.00	991.58
244	CLASS OF 2021	872.97	0.00	0.00	872.97
245	CLASS OF 2022	6984.83	0.00	0.00	6,984.83
247	CLASS OF 2025	6993.72	0.00	0.00	6,993.72
249	AUTO MECHANICS CLUB	825.90	0.00	0.00	825.90
250	BUSINESS CLUB	7473.96	5.00	5.00	7,473.96
251	GAMES CLUB	0.00	148.00	0.00	148.00
252	GRADUATED CLASS FUND	14343.31	0.00	0.00	14,343.31
253	VENDING MACHINE-EAST	3237.57	27.97	0.00	3,265.54
254	STUDENT TO STUDENT	51.22	0.00	0.00	51.22
255	GSA	0.00	390.00	0.00	390.00
256	SCIENCE EXPLORERS	643.42	0.00	0.00	643.42
258	INTERACT CLUB	0.00	205.25	0.00	205.25
260	MODEL UN	0.00	0.00	0.00	0.00
264	RED CROSS	408.52	0.00	0.00	408.52
350	GENERAL-EMS	36.72	2997.19	105.00	2,928.91
351	GENERAL-AMS	141.53	2832.52	0.00	2,974.05
352	ATHLETICS-EMS	7619.33	486.47	233.36	7,872.44
353	ATHLETICS-AMS	7319.87	60.00	1629.01	5,750.86
355	AMS MODEL UN	1294.63	0.00	0.00	1,294.63
356	PARTY/DANCE-EMS	598.39	0.00	0.00	598.39
357	PARTY/DANCE-AMS	1870.28	0.00	0.00	1,870.28
358	DRAMATICS-EMS	2231.04	0.00	0.00	2,231.04
359	DRAMATICS-AMS	12782.90	0.00	0.00	12,782.90
360	STUCO-EMS	579.15	0.00	0.00	579.15
361	STUCO-AMS	1720.90	0.00	0.00	1,720.90
362	CHOIR - EMS	238.14	0.00	0.00	238.14
363	CHOIR - AMS	147.42	0.00	0.00	147.42
364	KAYETTES-EMS	311.30	0.00	0.00	311.30
365	KAYETTES-AMS	72.08	0.00	0.00	72.08
368	BAND/ORCHESTRA-EMS	1845.91	0.00	0.00	1,845.91
369	BAND/ORCHESTRA-AMS	853.84	0.00	308.00	545.84
370	VENDING MACHINE-EMS	2033.24	0.00	0.00	2,033.24
371	VENDING MACHINE-AMS	374.88	0.00	0.00	374.88
372	PRIDE CLUB - ANTHONY	521.49	0.00	0.00	521.49
374	SOCIAL FUND-EMS	0.00	0.00	0.00	0.00
375	SOCIAL FUND-AMS	47.50	0.00	0.00	47.50
376	YEARBOOK-EMS	2160.57	770.00	61.95	2,868.62
377	YEARBOOK-AMS	1478.81	760.00	277.24	1,961.57
378	YOGA CLUB-AMS	0.00	0.00	0.00	0.00
381	NEEDY STUDENT-AMS	0.00	0.00	0.00	0.00
385	PENCIL MACHINES-AMS	0.00	0.00	0.00	0.00
386	ST VENDING MACHINE-EMS	0.00	0.00	0.00	0.00
388	ST VENDING MACHINE-AMS	471.69	0.00	0.00	471.69
389	EAGLES OF EXCELLENCE	1527.42	0.00	0.00	1,527.42

392	7TH GRADE GREEN TEAM-EMS	0.00	0.00	0.00	0.00
393	ACADMEIC COMPETITIONS-AMS	0.00	0.00	0.00	0.00
395	7TH GRADE SILVER TEAM-EMS	0.00	0.00	0.00	0.00
500	LEE 3RD GRADE	0.00	0.00	0.00	0.00
501	LEE 4TH GRADE	1055.75	0.00	0.00	1,055.75
502	LEE 2ND GRADE	227.75	0.00	0.00	227.75
503	GENERAL-LEE	596.66	0.00	0.00	596.66
504	LEE 6TH GRADE	13.67	0.00	0.00	13.67
505	LEE 5TH GRADE	160.60	0.00	0.00	160.60
506	BERGMAN SCHOOL STORE	1.60	0.00	0.00	1.60
507	GENERAL-FB	2505.07	0.00	0.00	2,505.07
508	GENERAL-BL	61.78	0.00	0.00	61.78
509	GENERAL-TR	0.00	0.00	0.00	0.00
510	STUCO-FB	0.00	0.00	0.00	0.00
511	DAT SOCIAL FUND	230.20	0.00	0.00	230.20
512	SOCIAL FUND-ED CTR	988.17	8.00	0.00	996.17
513	GENERAL MAINTENANCE	185.20	0.00	0.00	185.20
514	LOST BOOKS	0.00	422.06	422.06	0.00
515	VENDING MACHINE-TR	0.00	0.00	0.00	0.00
516	REIMBURSABLE	3768.45	84.45	0.00	3,852.90
517	VENDING MACHINE-OGDEN	0.00	0.00	0.00	0.00
518	VENDING MACHINE-MARLATT	0.00	0.00	0.00	0.00
519	VENDING MACHINE-WW	19.05	0.00	0.00	19.05
520	VENDING MACHINE-TRANSP	0.00	52.44	0.00	52.44
521	VENDING MACHINE-LEE	0.00	0.00	0.00	0.00
522	SALES TAX	730.71	3422.73	730.71	3,422.73
523	VENDING MACHINE-MAINT	458.00	0.00	0.00	458.00
524	VENDING MACHINE-ED CNTR	346.95	0.00	0.00	346.95
525	LEE 1ST GRADE	297.69	0.00	0.00	297.69
526	NV AFTER SCHOOL CLUB	610.00	0.00	0.00	610.00
527	SOCIAL FUND-NV	9.00	0.00	0.00	9.00
528	VENDING MACHINE-NV	478.63	0.00	0.00	478.63
529	COFFEE-ED CNTR	4686.15	13.79	114.00	4,585.94
530	FB - SOCIAL FUND	2237.90	0.00	0.00	2,237.90
531	NV AFTER SCH CC	0.00	0.00	0.00	0.00
532	OG AFTER SCH CC	0.00	580.00	580.00	0.00
533	VENDING MACHINE-BL	128.07	0.00	0.00	128.07
534	SOCIAL FUND-BL	0.00	0.00	0.00	0.00
535	FB BLAST AFTER SCH	0.00	3046.00	3046.00	0.00
536	SOCIAL FUND -WW	0.00	0.00	0.00	0.00
542	SOCIAL FUND MAINT	3693.14	0.00	0.00	3,693.14
545	COMPASSION COURTYARD	213.26	0.00	0.00	213.26
546	SUMMER SCHOOL-DRIVERS ED	0.00	0.00	0.00	0.00
548	SUMMER SCHOOL-ELEMENTARY	0.00	0.00	0.00	0.00
550	SUMMER SCHOOL-SECONDARY	0.00	532.00	532.00	0.00
558	GENERAL-AA	677.59	0.00	0.00	677.59
563	GENERAL-OGDEN	131.33	0.00	0.00	131.33
564	GENERAL-NV	423.25	0.00	0.00	423.25
565	VENDING MACHINE-FB	0.00	0.00	0.00	0.00

566	GENERAL-MARLATT	841.62	0.00	0.00	841.62
567	GENERAL-WWW	507.02	0.00	0.00	507.02
568	STUCO-WWW	219.80	0.00	0.00	219.80
570	BAND RENTAL-OGDEN	0.00	0.00	0.00	0.00
572	TERRA TROOPERS-BERGMAN	68.60	0.00	0.00	68.60
573	SUPER LEADERS	100.82	0.00	0.00	100.82
575	BANK CHARGES	0.00	1471.69	1471.69	0.00
602	PANDA PRESCHOOL	0.00	0.00	0.00	0.00
603	KINDERCONNECTION	0.00	0.00	0.00	0.00
605	AMANDA CHILDCARE	0.00	5526.50	5526.50	0.00
610	COLLEGE HILL PRE K	0.00	3506.25	3506.25	0.00
611	BERGMAN CHILDCARE	0.00	0.00	0.00	0.00
612	OGDEN ELEMENTARY PRESCH	0.00	0.00	0.00	0.00
613	TR AFTER SCHOOL	0.00	1130.80	1130.80	0.00
614	HEADSTART	0.00	0.00	0.00	0.00
630	AUTISM CAMP	0.00	3804.00	3804.00	0.00
631	DRAMA FUN CAMP	0.00	0.00	0.00	0.00
661	STEM SUMMER INSTITUTE	0.00	115.00	115.00	0.00
831	STUDENT PLANNER	0.00	103.00	103.00	0.00
834	DRIVERS EDUC FEE	0.00	9555.94	9555.94	0.00
835	STUDENT MATERIALS FEE	0.00	187103.95	187103.95	0.00
840	RECORDERS	0.00	968.00	968.00	0.00
841	MATH IN FOCUS	0.00	20.00	20.00	0.00
842	TECHNOLOGY FEES	0.00	33059.40	33059.40	0.00
850	TEXTBOOK RENTAL	0.00	0.00	0.00	0.00
851	ENGLISH WORKBOOK	0.00	66.00	66.00	0.00
861	CONCURRENT COURSES	0.00	0.00	0.00	0.00
900	MEALS	0.00	2417.80	2417.80	0.00
901	VEND MACHINE-FOOD SERVICE	199.91	0.00	0.00	199.91
902	FOOD SALES-CATERING SERV	0.00	0.00	0.00	0.00
905	AMANDA FOOD SALES	0.00	0.00	0.00	0.00
907	BLUEMONT FOOD SALES	0.00	0.00	0.00	0.00
911	FRANK BERGMAN FOOD SALES	0.00	0.00	0.00	0.00
912	LEE FOOD SALES	0.00	0.00	0.00	0.00
915	MARLATT FOOD SALES	0.00	0.00	0.00	0.00
917	NORTHVIEW FOOD SALES	0.00	0.00	0.00	0.00
920	OGDEN FOOD SALES	0.00	0.00	0.00	0.00
922	THEODORE FOOD SALES	0.00	0.00	0.00	0.00
925	WOODROW FOOD SALES	0.00	0.00	0.00	0.00
936	FOOD SALES-EISENHOWER	0.00	0.00	0.00	0.00
937	FOOD SALES-ANTHONY	0.00	0.00	0.00	0.00
940	HIGH SCHOOL FOOD SALES	0.00	0.00	0.00	0.00

Totals

388,459.86	341,507.16	306,023.68	423,943.34
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ITEM 6.4

HUMAN RESOURCES AGENDA BACKGROUND September 15, 2021

The administration recommends the following individuals for employment with USD 383:

PARAEDUCATORS, TUTORS, AND AIDES

Shelli Panzer, Paraeducator/Speech Language Pathologist, Manhattan High School/Eisenhower Middle School	\$13.00/hr
Monique Love, Paraeducator, Anthony Middle School	\$11.50/hr
Alec Huffman, Psychology Paraeducator, Manhattan High School	\$12.50/hr
Nolan Werner, Paraeducator, Eisenhower Middle School	\$11.50/hr
Tess Fairbanks, Program Leader, Ogden Elementary School	\$10.50/hr
Abby Bates, Paraeducator, Amanda Arnold Elementary School	\$10.50/hr
Kennedy Hennes, Program Leader, Ogden Elementary School	\$10.50/hr
Austin Phillips, Childcare Assistant, Amanda Arnold Elementary School	\$10.35/hr
Calley Kellenberger, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Shawn McCool, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Vicki Luce, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Brynna Becker, Program Leader, Ogden Elementary School	\$10.50/hr
Hallie Jennings, Program Leader, Ogden Elementary School	\$10.50/hr
Graciella Reynoso, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Elyse Morlock, Paraeducator, Flint Hills Christian School	\$10.50/hr
Faith Imel, Childcare Assistant, Amanda Arnold Elementary School	\$10.35/hr
Dana Cranford, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Faith Marble, Paraeducator, Theodore Roosevelt Elementary School	\$10.50/hr
Patsy Haffener, Paraeducator, Theodore Roosevelt Elementary School	\$11.50/hr
Cheryl Savage, Vocal Music Teaching Assistant, Manhattan High School	\$13.00/hr
Kim Schnee, Paraeducator, Eisenhower Middle School	\$13.50/hr
Rachel Efken, Paraeducator, Manhattan High School	\$11.50/hr
Eduard Cespedes, Paraeducator, Northview Elementary School	\$10.50/hr
Secret Johnson, Computer Lab Aide, Amanda Arnold Elementary School	\$10.50/hr
Ana Almeida Teran, Computer Lab Aide, Frank Bergman Elementary School	\$11.50/hr
Kristin Bloom, Student Supervisor, Frank Bergman Elementary School	\$ 9.00/hr
Emily Wilcox, Intervention Aide, Bluemont Elementary School	\$10.50/hr
Allison Steward, Student Supervisor, Marlatt Elementary School	\$ 9.00/hr
Kalie Bennett, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Devlyn Brill, Paraeducator, Anthony Middle School	\$11.50/hr
Adryana Gabrielson, Paraeducator, Eisenhower Middle School	\$11.50/hr
Lauren Peterson, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Stephanie Castillo, Paraeducator, Bluemont Elementary School	\$10.50/hr
Dannise Dinger, Paraeducator, Theodore Roosevelt Elementary School	\$10.50/hr
Kaylee Putthoff, Student Supervisor, Bluemont Elementary School	\$ 9.00/hr
Clare Lester, Program Leader, Ogden Elementary School	\$10.50/hr
Connie Griffin, Paraeducator, Anthony Middle School	\$12.50/hr
Chloe Retter, Paraeducator, Amanda Arnold Elementary School	\$11.50/hr
Cinthia Olsen, Paraeducator, Anthony Middle School	\$11.50/hr
Brynna Gill, Paraeducator, Theodore Roosevelt Elementary School	\$12.50/hr
Kristen Cruz, Paraeducator, Amanda Arnold Elementary School	\$12.50/hr
Janet Stevenson, Paraeducator, Oliver Brown Elementary School	\$11.50/hr
Nicole Smith, Paraeducator, Northview Elementary School	\$10.50/hr

Carter Downing, Paraeducator, Anthony Middle School	\$10.50/hr
Raquel Marin, Paraeducator, Ogden Elementary School	\$13.50/hr
Karen Estrada-Moreno, Classroom Support, Eugene Field Preschool	\$10.50/hr
Emerson Wingate, Program Leader, Ogden Elementary School	\$10.50/hr
Hailee Ramirez, Paraeducator, Ogden Elementary School	\$11.50/hr
Karen Flores, Paraeducator, Eugene Field Preschool	\$10.50/hr

INFORMATION TECHNOLOGY

Daniel Dietrich, District Support Technician	\$16.50/hr
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COACHING

RaeLyn Scott, Assistant Cross Country Coach, Manhattan High School	\$2,625
Katerina Thomas, Assistant Debate Coach, Manhattan High School	\$2,750
Erin Fingalsen, Assistant Volleyball Coach, Anthony Middle School	\$2,250

MAINTENANCE

Neil Maney, Substitute Custodian, Maintenance	\$10.15/hr
Cody Nederhoff, Substitute Custodian, Maintenance	\$10.15/hr
Michael Walls, Night Custodian, Frank Bergman Elementary School	\$12.50/hr

TRANSPORTATION

Katie Benson, Bus Driver, Transportation Department	\$16.50/hr
Victor Matthews, Bus Driver, Transportation Department	\$16.50/hr

SUBSTITUTES

Elizabeth Stewart, Emergency Substitute Teacher	\$15.00/hr
Danae Rumford, Emergency Substitute Teacher	\$15.00/hr
Kristi Liebe, Certified Substitute Teacher	\$17.00/hr
Jesse Roesch, Emergency Substitute Teacher	\$15.00/hr
Marcia Schreiner, Certified Substitute Teacher	\$17.00/hr

RESIGNATIONS

Keturah Adams, Family Education Partner, College Hill Preschool, has submitted her resignation effective September 10, 2021. Ms. Adams will transfer to a new position, Paraeducator, Anthony Middle School, on September 13, 2021. Ms. Adams has been with the district since June 2019.

Jeri Bass, Paraeducator, Ogden Elementary School, has submitted her resignation effective August 30, 2021. Ms. Bass has been with the district since August 2017.

Judy Bieber, Academic and ESL Tutor, Flint Hills Job Corp, has submitted her resignation effective August 31, 2021. Ms. Bieber has been with the district since January 2017.

Nykima Covens, Paraeducator, Manhattan High School, has submitted her resignation effective August 31, 2021. Ms. Covens has been with the district since August 2021.

Janet James, Custodian, Lee Elementary School, has submitted her resignation effective September 1, 2021. Ms. James has been with the district since November 2020.

Christopher Lira, Night Custodian, Manhattan High School, has submitted his resignation effective September 20, 2021. Mr. Lira has been with the district since August 2021.

Ellie Neprud, Paraeducator, Amanda Arnold Elementary School, has submitted her resignation effective September 3, 2021. Ms. Neprud has been with the district since March 2021.

Cody Nederhoff, Night Custodian, Eisenhower Middle School, has submitted his resignation effective August 31, 2021. Mr. Nederhoff will remain a substitute custodian with the district.

Jonatan Roacho, ESOL Aide, Northview Elementary School, has submitted his resignation effective August 13, 2021. Mr. Roacho will remain with the district as a Bus Driver with the district.

Michael Rottinghaus, Science Teacher, Eisenhower Middle School, has submitted his resignation effective August 31, 2021. Mr. Rottinghaus has been with the district since August 2019.

Kourtnee Umscheid, Paraeducator, Lee Elementary School, has submitted her resignation effective September 3, 2021. Ms. Umscheid has been with the district since February 2021.

It is the recommendation of the administration to approve these resignations.

TERMINATION

Marina Marroquin, Classroom Support, Eugene Field Early Learning Center, has been terminated effective August 30, 2021. Ms. Marroquin has been with the district since August 2021.

Ana Parra, Interpreter, Manhattan High School, has been terminated effective November 16, 2018. Ms. Parra was with the district since August 2017.

It is the recommendation of the administration to approve these terminations.

ITEM 6.5

Manhattan-Ogden USD 383 Manhattan, Kansas

Donations & Grants
Approval (A²) to Accept
9-15-21

- \$4,900 cash donation from DCCCA Inc. to Manhattan High School for SADD SAFE Program supplies and expenses.
- \$1,000 cash donation from BHS Construction to Manhattan High School for the purchase of tool belts for Carpentry I class.
- \$2,145.32 cash donation from Strawbridge Studios, Inc. to the following elementary schools for classroom supplies:
 - \$947.63 Amanda Arnold Elementary
 - \$570.10 Bluemont Elementary
 - \$627.59 Northview Elementary

Total: \$8,045.32

ITEM 6.6.1

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Early Learning Report for September 2021

Prepared by: Andy Hutchinson, Assistant Director of Early Learning

Background Information:

The Manhattan-Ogden USD 383 Board of Education is the Governing Board for the Head Start and Early Head Start programs. Programs are required to submit monthly Program Information Reports to the Governing Board, in addition to other program reports or documents that require board review and acceptance.

Current Considerations:

We are submitting our regular report and accompanying documents required for Head Start and Early Head Start.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives and Strategies:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
 - c. Align non-instructional operations in support of students, staff and schools.
3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.
 - b. Expand and strengthen community partnerships to enrich student learning.

Board of Education Policy:

IDAA Special Programs

Recommendation:

The administration respectfully recommends that the Board give final approval (A²) to the early learning report for September 2021.

Recommended Motion:

"I move to give final approval to the early learning report for September 2021."

USD 383 Early Learning Community

Monthly report for August 2021 – to ensure the sharing of accurate and regular information about program planning, policies, and operations

Monthly Financial Statements

Financial statements are included in monthly USD 383 Board of Education packets.

- o Attachment: Procurement Card Purchasing Log

Enrollment & Attendance

	Enrollment	Attendance	IEPs	Wait List
College Hill	227	92.3%	30	-
ELC Total	332	93.7%	89	33
Head Start	123	95.6%	13	17
Home-based Total	96	-	6	9
Parents As Teachers	86	91%	3	8
Early Head Start	10	92%	3	1

Communication & Guidance from the Secretary of DHHS

Announcements, Information Memorandums (IMs), Program Instructions (PIs), Policy Clarifications, and other information can be found on the Office of Head Start's Early Childhood Learning and Knowledge Center (ECLKC) online at: <http://eclkc.ohs.acf.hhs.gov>.

- No new updates since 7/28/2021

Recent and upcoming opportunities for the Early Learning Community:

Community Collaborations:

- Everybody Counts – August 19th
- Flint Hills Wellness Coalition – September 9th and October 14th

Other activities:

- Early Childhood Community Screening – August 19th
- Group Connection: Playground Playgroup (Sweet Treats) – August 28th
- Greater Manhattan Interagency Coordinating Council – August 30th
- Policy Council – September 9th
- Kindergarten Transition Task Force – September 22nd

Early Learning Staffing Vacancies: 3

USD #383

PROCUREMENT CARD PURCHASE LOG

MONTH: August

YEAR: 2021

STATEMENT DATE: 8/24/21

Andy Hutchinson

EMPLOYEE NAME**ACCOUNT NUMBER:**

The product/services listed below are for the use of USD #383 and are being expended against an established account with available funds.

DATE	VENDOR NAME	RECEIPT	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
08/20/21	Walmart.com	1	Pencil boxes	070-81000-610-33-900-00	\$ 38.80

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CARDHOLDER SIGNATURE:

DATE:

APPROVED BY:

DATE:

PURCHASE AUDIT:

\$ 38.80

Cardholder must reconcile statement with the purchasing log, secure Administrator approval and return to the Accounting Dept within five days of receipt of the statement. **Original sales documents for all items listed on the monthly statement MUST be attached to the statement.**

ACCOUNTING AUDIT:

ITEM 6.6.2

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Head Start & Early Head Start Program Information Reports for 2020-2021

Prepared by: Andy Hutchinson, Assistant Director of Early Learning

Background Information:

The Manhattan-Ogden USD 383 Board of Education is the Governing Board for the Head Start and Early Head Start programs. Programs are required to submit monthly Program Information Reports to the Governing Board, in addition to other program reports or documents that require board review and acceptance.

Due to the pandemic, the PIR was not required after the 2019-2020 program year.

Current Considerations:

We are submitting the Performance Indicators reports for Head Start and Early Head Start, which summarize the results of our annual Program Information Report (PIR) for the 2020-2021 program year. The performance indicators are reported separately between Head Start and Early Head Start.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives and Strategies:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
 - c. Align non-instructional operations in support of students, staff and schools.
3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.
 - b. Expand and strengthen community partnerships to enrich student learning.

Board of Education Policy:

IDAA Special Programs

Recommendation:

The administration respectfully recommends that the Board give final approval (A²) to the Head Start and Early Head Start program information report for 2020-2021.

Recommended Motion:

"I move to give final approval to the Head Start and Early Head Start program information report for 2020-2021."



2020-2021 HEAD START PROGRAM INFORMATION REPORT

07CH011078-000 Unified School District 383

2020-2021 PIR PERFORMANCE INDICATOR REPORT - HEAD START

Report based on the 1 program(s) that have started or completed the PIR out of the 1 total Head Start program(s) for this Grantee.

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <https://eclkc.ohs.acf.hhs.gov/pir>.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		121		4,663		511,799	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	42	34.7%	2,111	45.3%	233,147	45.6%
102	Percentage (%) of children enrolled less than 45 days	4	3.3%	171	3.7%	21,244	4.2%
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	20	16.5%	743	15.9%	75,553	14.8%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		121		4,663		511,799	
Children Enrolled less than 45 Days		4	3.3%	171	3.7%	21,244	4.2%
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	115	95%	4,363	93.6%	479,543	93.7%
112	Percentage (%) of children with a medical home	106	87.6%	4,272	91.6%	474,115	92.6%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	117	96.7%	4,036	86.6%	472,352	92.3%
114	Percentage (%) of children with a dental home	37	30.6%	3,576	76.7%	425,712	83.2%
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	117	96.7%	4,282	91.8%	482,643	94.3%
112	Percentage (%) of children with a medical home	108	89.3%	4,017	86.1%	480,630	93.9%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	119	98.3%	4,093	87.8%	479,094	93.6%
114	Percentage (%) of children with a dental home	47	38.8%	3,575	76.7%	450,053	87.9%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		121		4,663		511,799	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	12	9.9%	890	19.1%	67,390	13.2%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	57	47.1%	3,197	68.6%	350,521	68.5%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	10	17.5%	436	13.6%	41,246	11.8%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	10	100%	270	61.9%	30,842	74.8%

Services to Preschool Children (based on Cumulative Enrollment) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		121		4,663		511,799	
Cumulative Enrolled Preschool Children with an IEP for one of the Primary Disabilities Reported in the PIR		12		890		66,350	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
131	Percentage (%) of preschool children that received special education or related services for one of the primary disabilities reported in the PIR	12	100%	885	99.4%	63,915	96.3%
132	Percentage (%) of preschool children completing professional dental exams	47	38.8%	2,642	56.7%	303,988	59.4%
132	Percentage (%) of preschool children completing professional dental exams	47	38.8%	2,642	56.7%	303,988	59.4%
133	Of the preschool children receiving professional dental exams, the percentage (%) of preschool children needing professional dental treatment	7	14.9%	573	21.7%	48,017	15.8%

Family Services - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Total Number of Families		114		4,247		475,206	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	57	50%	3,572	84.1%	380,021	80%
Context		Number		Number		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		17		377		25,366	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	5	29.4%	122	32.4%	6,019	23.7%

Preschool Staff and Classes (Head Start and Migrant/Seasonal preschool staff only) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Preschool Classroom Teachers		13		312		37,376	
Preschool Classroom Assistant Teachers		12		422		38,728	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
151	Percentage (%) of preschool classroom teachers that meet the degree/credential requirements of Section 648A.(2)(A) (BA or higher - ECE/related) that will become effective September, 2013	13	100%	222	71.2%	26,935	72.1%
153	Percentage (%) of preschool classroom assistant teachers with a CDA/equivalent or higher, or are enrolled in a CDA or ECE degree program	11	91.7%	309	73.2%	35,096	90.6%

2020-2021 PIR PERFORMANCE INDICATOR REPORT - EARLY HEAD START

Report based on the 1 program(s) that have started or completed the PIR out of the 1 total Early Head Start program(s) for this Grantee.

The PIR Performance Indicators highlight annual program PIR data in areas of frequent interest and are not intended to serve as a full summary of programs' performance.

The PIR Performance Indicator Formulas document provides the question numbers used for indicator calculations and is available at <https://eclkc.ohs.acf.hhs.gov/pir>.

Numerators and denominators are included in the report to supply context for percentages.

Enrollment - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		16		2,916		207,026	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
101	Percentage (%) of children enrolled for multiple years	9	56.2%	1,514	51.9%	102,484	49.4%
102	Percentage (%) of children enrolled less than 45 days	1	6.2%	138	4.7%	10,590	5.1%
Context		Number		Number		Number	
Cumulative Enrolled Children and Pregnant Women (if EHS)		16		3,105		218,552	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
103	Percentage (%) of children and pregnant women (if EHS) who left the program and did not re-enroll	7	43.8%	1,039	33.5%	67,226	30.7%

Services to All Children at Beginning of Enrollment Year Compared to End of Enrollment Year (based on Cumulative Enrollment) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		16		2,916		207,026	
Children Enrolled less than 45 Days		1	6.2%	138	4.7%	10,590	5.1%
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	16	100%	2,691	92.3%	196,407	94.7%
112	Percentage (%) of children with a medical home	12	75%	2,731	93.7%	192,499	92.8%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	10	62.5%	2,443	83.8%	180,086	86.8%
114	Percentage (%) of children with a dental home	5	31.2%	2,104	72.2%	143,510	69.2%
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
111	Percentage (%) of children with health insurance	16	100%	2,799	96%	197,620	95.3%
112	Percentage (%) of children with a medical home	12	75%	2,811	96.4%	194,814	93.9%
113	Percentage (%) of children with up-to-date immunizations, all possible immunizations to date, or exempt	9	56.2%	2,476	84.9%	182,740	88.1%
114	Percentage (%) of children with a dental home	5	31.2%	2,385	81.8%	156,560	75.5%

Services to All Children (based on Cumulative Enrollment) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Cumulative Enrolled Children		16		2,916		207,026	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
121	Percentage (%) of children with an IFSP or IEP	7	43.8%	449	15.4%	23,980	11.6%
122	Percentage (%) of children up-to-date on a schedule of preventive and primary health care per the state's EPSDT schedule at the end of enrollment year	12	75%	1,772	60.8%	120,985	58.3%
123	Of the children up-to-date on health screenings, the percentage (%) of children diagnosed with a chronic condition needing medical treatment	4	33.3%	210	11.9%	10,641	8.8%
124	Of the children diagnosed with a chronic condition needing medical treatment, the percentage (%) of children who received medical treatment	4	100%	98	46.7%	7,823	73.5%

Family Services - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Total Number of Families		13		2,414		185,135	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
141	Percentage (%) of families who received at least one of the family services reported in the PIR	13	100%	1,933	80.1%	151,000	81.6%
Context		Number		Number		Number	
Total Number of Families Experiencing Homelessness that were Served During the Enrollment Year		0		277		16,019	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
142	Percentage (%) of families experiencing homelessness during the enrollment year that acquired housing during the enrollment year	0	0%	83	30%	4,322	27%

Infant/Toddler Staff (EHS and Migrant/Seasonal infants/toddler staff only) - PIR Performance Indicators

		Grant		State		National	
Context		Number		Number		Number	
Early Head Start Center-Based Teachers		0		223		30,233	
2021 #	PIR Performance Indicator	Number	Percentage	Number	Percentage	Number	Percentage
161	Percentage (%) of infant and toddler classroom teachers that meet the degree/credential requirements of Section 645A.(h) (CDA/equivalent or higher) that became effective September, 2010	0	0%	161	72.2%	26,168	86.6%



District Professional Development Council

*“Active engagement in professional learning promotes change
in educator practice and in student learning.”*

Learning Forward

Manhattan-Ogden USD 383

2021-2022 Handbook

Contents

District Professional Development Council Roster	1
USD 383 Mission & Goals and Professional Development Goals (5 year plan)	2
USD 383 Professional Development	3
Professional Development and Collaboration Schedule and Guidance	4-6
Yearly Timeline	7
District Professional Development Council (composition, functions, responsibilities, procedures, committees)	8-11
Frontline Education, www.frontlineeducation.com	12
Individual Professional Development Plan	13-14
Licensure Renewal	15-20
Appendix A – Forms	21
USD 383 Strategic Framework	22-27
<i>A Framework for Teaching: Domains, Components, Elements</i>	28

**PROFESSIONAL DEVELOPMENT COUNCIL (PDC)
2021-2022**

Term Expires: June 2022

Amanda Arnold	Angie Motley *
Bluemont	McKenzie Swiger *
Northview	Denise Christensen *
Theodore Roosevelt	Mynon Reffitt, *
Eisenhower Middle School	Summer Lunsway *, Secretary
Manhattan High School	Grant Byquist *, Dedra Braxmeyer
Elementary School Administration	Beth Neitzel, Ashley Smith

Term Expires: June 2023

Amanda Arnold	Kim Harper *
Frank Bergman	Gina Thomas *
Lee	Mandy Scholz
Marlatt	Serena Marquez *
Anthony Middle School	Kristin Emmitt *
Manhattan High School	Craig Ackerman *
Early Learning	Leigh Bailey *

Term Expires: June 2024

Northview	Renae Mercado *
Ogden	Amber Johnson *
Oliver Brown	DeAnna Frost *
Woodrow Wilson	Christina Pease *
Anthony Middle School	Tracy Tauschek *
Eisenhower Middle School	Erica Roberts *, Vice-Chairperson
Manhattan High School	Kristal Kleiner-Neff*, Chairperson
Middle School Administration	Tracy Newell
High School Administration	Larry Myers *
Manhattan Virtual Academy	Kim Lackey *

* Frontline Education District Professional Development Council validator

Ex-Officio Non-Voting Members

Dept. of Teaching and Learning	Paula Hough
	Trina Dibbini
	Lucas Shivers
District ESOL Coordinator	Emily Cherms
Special Education	Andrea Tiede
Job Corps	Roger Christian
Library Media	Lucas Loughmiller
Dir. of Instructional Technology	Mike Ribble
Board of Education	Curt Herrman



USD 383 DISTRICT MISSION, VISION AND GOAL

Mission

Building foundations for dynamic futures.

Vision

Manhattan-Ogden USD 383 is a public school system nationally recognized for the success of all students.

Goal

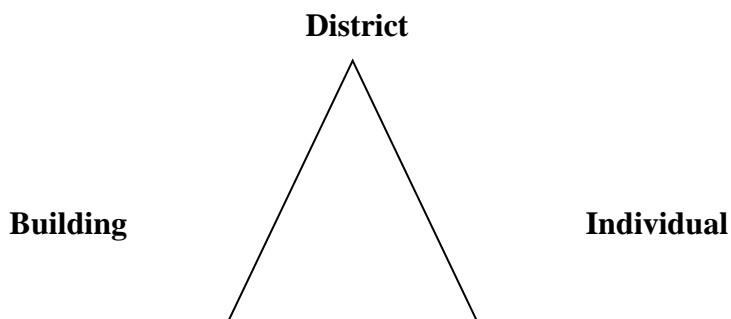
Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

USD 383 DISTRICT IMPROVEMENT PLAN GOALS RELEVANCE/RESPONSIVE CULTURE:

Indicators of Success

1. The percentage of students at or above benchmark on Individual Growth & Development Indicators (myIGDIs) and the Formative Assessment System for Teachers (FASTBridge) will increase from pre-kindergarten through third grade, overall and for each identified subgroup.
2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-Emotional Learning Report will decrease for Character Development, Personal Development, Social Development and School Climate in grades 6, 8, 10 and 12, overall and for each identified subgroup.
5. The graduation rate of students within the district will increase, overall and for each identified subgroup.
6. The two-year postsecondary success rate of students within the district will increase, overall and for each identified subgroup.

MANHATTAN-OGDEN USD 383 PROFESSIONAL DEVELOPMENT



Individual:

Focus is based on professional growth with a purpose. Consideration is given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.

Results-Based Goals are written in an Individual Professional Development Plan. The plan lists goals that focus on content, professional education standards, and/or service to the profession addressing the three performance levels of knowledge, application, and impact. The IPDP is written using goals that are **Specific, Measurable, Attainable, Results-Oriented, and Time-Bound (SMART goals)**. That plan is shared with the building administrator and evaluators to address these needs.

Building:

Focus is based on an examination of student achievement data from state and local assessments, a review of school improvement goals and action plans established for Kansas Education System Accreditation (KESA), and an awareness of district initiatives. The community of professional learners in each building develops shared knowledge, engages in reflective practice and assesses the impact of their teaching on enhanced student learning and the closing of identified achievement gaps.

Results-Based Goals are aligned with identified academic targets and clearly state the desired professional skills necessary to facilitate student learning. Results are measured according to three performance levels – knowledge, application and impact.

District:

Focus for professional development is determined by examining research-based best practices for teaching that lead to student achievement; analysis of state and local assessments; needs assessment results from district teachers; and current state and national initiatives while always being mindful of ongoing school and district improvements that lead to continued student achievement.

Results-Based Goals in this area are based on identified standards of performance for students at each academic level and teachers' needs in supporting optimal student learning and academic growth.

Manhattan-Ogden USD 383
Professional Development and Collaboration Schedule: 2021-2022

* Note: a.m. = 8:00 – 11:30 p.m. = 12:30 – 4:00

Elementary

August 11	Float Work Day (1.0)
August 12	Convocation AM / Building Faculty Meetings PM
August 13	District Directed Professional Development AM (.5) Teacher-Directed Collaboration PM (.5)
August 16	Building / District Directed Professional Development AM (.5) Building / District Directed Collaboration PM (.5)
August 17	Work Day (1.0)
August 18	1st Day of School AM/ Work Day PM (.5)
September 24	Building / District Directed Collaboration (.5) Teacher-Directed Collaboration (.5)
October 11	Building / District Directed Professional Development AM (.5) Building / District Directed Collaboration PM (.5)
October 15	Work Day for Elementary and Secondary (1.0)
November 22	Building / District Directed Professional Development (1.0)
November 23	Flex Collaboration (1.0)
December 20	Building / District Directed Professional Development AM (.5) Teacher-Directed collaboration PM (.5)
December 21	Float Work Day (1.0)
January 3	Building / District Directed Professional Development (1.0)
February 11	Work Day for Elementary (1.0)
February 21	Building / District Directed Professional Development (.5) Teacher-Directed Collaboration (.5)
March 11	Building / District Directed Collaboration (.5) Teacher-Directed Collaboration (.5)
April 18	Building/District Directed Professional Development AM (.5) Teacher-Directed Collaboration PM (.5)
May 18	Last Day of School AM/Work day PM (.5)

Secondary

August 11	Float Work Day (1.0)
August 12	Convocation AM / Building Faculty Meetings PM
August 13	District Directed Professional Development AM (.5) Teacher-Directed Collaboration PM (.5)
August 16	Building / District Directed Professional Development AM (.5) Building / District-Directed Collaboration PM (.5)
August 17	Work Day (1.0)
August 18	1st Day of School AM / Work Day PM (.5)
September 24	Conferences Compensation Day (1.0)
October 11	Building / District Directed Professional Development (.5) Building / District Directed Collaboration (.5)
October 15	Work Day for Elementary and Secondary (1.0)
November 22	Building / District Directed Professional Development AM (1.0)
November 23	Flex Collaboration (1.0)
December 20	Building / District Directed Professional Development AM (.5) Teacher-Directed collaboration PM (.5)
December 21	Float Work Day (1.0)
January 3	Building / District Directed Professional Development (1.0)
February 11	Conferences Compensation Day (1.0)
February 21	Building / District Directed Professional Development (.5) Building / District Directed Collaboration (.5)
March 11	Work Day (1.0)
April 18	Building / District Directed Professional Development AM (.5) Teacher-Directed Collaboration PM (.5)
May 18th	Last Day of School AM/ Work day PM (.5)

Please note: Tuesday, November 23, 2021 will be used as a Flex Comp Day providing 7 hours of collaboration outside of the school day is submitted to Frontline Education by May 1, 2022.

Guidance for 2021-2022 Teacher Collaboration

District-Planned Collaboration

Teachers will sign in at their respective collaboration sessions. The Department of Teaching and Learning will enter activities and award points in Frontline Education, www.frontlineeducation.com. Staff do not need to submit a collaboration form.

Building-Planned Collaboration

Teachers will sign in at their respective buildings. building PDC representative will enter activities and award points in Frontline Education. Staff do not need to submit a collaboration form.

Teacher-Directed Collaboration Time

1. Log on to Frontline Education.
2. Click on the 'Teacher Directed Collaboration' form on the left side of the screen under 'Forms'.
3. Complete form within 7 days of meeting and submit for approval.

One point will be awarded for each hour of collaboration.

Elementary and Secondary Flex Collaboration

Option 1

1. After each collaboration session outside of the school day, log on to Frontline Education.
2. Click on the 'Flex Collaboration Log' located on the left side of the screen under 'Forms'.
3. Add date and times of collaboration and save log entry. Frontline Education will keep a running total of hours entered.
4. Submit when all 7 hours have been documented.

Option 2

1. Track the 7 hours on your own.
2. When complete, log on to Frontline Education and fill out the 'Flex Collaboration Log'.
3. Submit for approval.

Submission of the flex hours is mandatory in order to receive the comp day in November. If time is not recorded by May 2, 2022, it may result in your needing to work an additional day. This will be determined on an individual basis.

2021– 2022 TIMELINE

For license renewal points, District PDC year is July 1 – June 30

September

- 1st** 2020-2021 IDP points taken to the Board of Education for approval.
- 15th** 2021-2022 District PDC Handbook taken to the Board of Education for approval.
- 10th** **District PDC quarterly meeting, 8:30 a.m. to 3:30 p.m. at Robinson Education Center.**
Building representatives to the District PDC will advise staff of deadlines for filing Individual Professional Development Plans.

October

- 30th** **Individual Professional Development Plans must be completed electronically.** Individuals must electronically enter personal goals on Frontline Education system.

November

- 12th** **District PDC quarterly meeting, 8:30-10:30 at Robinson Education Center**

January

- 21st** **District PDC quarterly meeting, 8:30-10:30 a.m. at Robinson Education Center.**

April

- 8th** **District PDC quarterly meeting, 8:30-10:30 a.m. at Robinson Education Center.**
Names must be submitted to the District PDC Chairperson to replace retiring District **PDC** members.

May

- 13th** Building Professional Development Goals/Action Plan forms are due.

June

- 30th** Prior to this date individuals should:
- Conduct a final review of 2021-2022 points and credits on Frontline Education.
 - Print personal copy of transcript by individual for his or her own file.
 - Amend and correct any errors from the final 2021-2022 printout.
 - Communicate any corrections to the Department of Teaching and Learning.

Note: *Any professional development occurring during the Summer 2022, must be entered on Frontline Education prior to participation.*

For activities completed after June 30, 2022: IDP Points/credit will be awarded for the 2022-2023 year.

THE DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

DEFINITION

The District Professional Development Council is a representative group of local licensed personnel that advises the Office of the Superintendent in matters concerning the planning, development, implementation, and operation of the state and district professional development plan.

COMPOSITION

A. Membership

This is a group comprised of teachers and administrators as follows:

- Each building is represented
 - Elementary schools (larger may have 2 representatives)
 - Middle schools may have 2 representatives
 - High School may have 4-6 representatives
 - College Hill Early Learning Center
 - Eugene Field Early Learning Center
 - Manhattan Virtual Academy
- Building Administrators
 - 1 Elementary
 - 1 Middle School
 - 1 High School Representative
- Ex- Officio members represented by:
 - Dept. of Teaching & Learning
 - District ESOL
 - Instructional Technology
 - Special Education
 - Library Media
 - Superintendent and/or BOE Member
- Chairperson and Administrators do not represent their respective buildings.

B. Method of Rotation of Membership

1. Administrators will serve three-year terms. Terms will be staggered.
2. Licensed Teaching Personnel will serve three-year terms. Terms will be staggered.
3. The BOE member shall serve at the option of the BOE for a minimum of a one-year term.
4. Immediate past Chairperson may serve in an ex-officio capacity for one year.

C. Method of Selection

1. Vacancies for administration representatives will be filled by the respective administrator groups.
2. Vacancies for teacher representatives will be filled by the respective teacher groups.
3. Newly appointed members shall attend meetings of the District Professional Development Council as non-voting members from the date of selection until term of office begins.

D. Resignations and Replacements

1. Request for resignation of a member by the District Professional Development Council: The District PDC is empowered to request the resignation of a member.
2. Resignation of Membership: A member may resign his/her membership at any time. A letter of resignation will be written and submitted to the District Professional Development Council Chairperson. The resigning member's constituency will then be notified immediately by the District Professional Development Council. The vacancy will be filled by the constituency according to the selection procedure.

E. Officers of the District Professional Development Council

1. Officers: The officers of the USD 383 District Professional Development Council will consist of a chairperson, a vice-chairperson, and a secretary.
2. Selection of Officers: A nominating committee, or the Dept. of Teaching and Learning, will submit a slate of candidates in March for those positions needing to be filled. Terms of office will begin the next academic year.

3. Terms of Office: The chairperson and vice-chairperson are elected for a two-year term and may be re-elected to a second two-year term. The secretary may serve a one-year term.
4. Resignation: Any officer may resign from office at any time provided a letter of resignation is submitted to the District Professional Development Council.
5. Vacancies: Vacancies in Officers' positions will be filled by a majority vote of a quorum of the District Professional Development Council.
6. Duties:

Chairperson

- a. Preside at all regular meetings.
- b. Prepare and email agenda for all meetings at least one week in advance.
- c. Call and preside at all special meetings.
- d. Serve as ex-officio member of any subcommittee.
- e. Interpret guidelines between meetings.
- f. Prepare an annual program evaluation report of the District Professional Development Council.
- g. Receive all resignations and election data from the District Professional Development Council.
- h. Assist with review and changes to be made in District PDC Handbook.
- i. Appoint ad hoc committees.
- j. Maintain records of meetings and materials submitted to the District Professional Development Council.

Vice-Chairperson

- a. Preside in absence of Chairperson.
- b. Prepare annual program evaluation report with Chairperson.

Secretary

- a. Keep minutes of all business meetings.
- b. Prepare and distribute minutes of all meetings.
- c. Handle all District Professional Development Council correspondence.
- d. Keep a file of professional development minutes, financial reports, correspondence and all other pertinent documents in the district One Drive 365.

DISTRICT PROFESSIONAL DEVELOPMENT TEAM (PDC) FUNCTIONS

1. Write, coordinate, and implement the district 5-year PDC plan.
2. Monitor the Building PDC Committees.
3. Support licensed personnel to implement Frontline Education (data management system).
4. Develop and recommend to the local Board of Education through the Office of the Superintendent, a 5-year PDC plan and Executive Summary to be submitted to the State Board of Education. Prepare an annual update which includes a review of the state PDC plan, through the annual BOE Report prepared by the Department of Teaching and Learning.
5. Participate in district professional development program evaluations and needs assessments that will be used to initiate and develop district-wide activities.
6. Review all building and group staff development plans for quality practice.
7. Review the current year's electronic IPDP process.
8. Review individual action research plans to determine application and impact points. (Equivalency Committee)
9. Participate in annual District PDC training.

DISTRICT RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

1. Attend District PDC meetings.
2. Serve on the Building Professional Development Council, if applicable.
3. Assist with Needs Assessments and Climate Surveys at the building level.
4. Report all District PDC information to staff and staff concerns to District PDC.
5. Assist staff members in developing Individual Professional Development Plans and explain any changes or corrections that need to be made.
6. Assist with planning building professional development that addresses educators' various job responsibilities, levels of experience, and professional interests as they relate to the district's mission and goals.
7. Design protocol that establishes criteria for quality building professional development.

8. Design a rubric to be used by the Building Professional Development Committee.
9. Review building Results-Based Staff Development plans for quality practices.

BUILDING RESPONSIBILITIES OF DISTRICT PDC REPRESENTATIVES

1. Develop a results-based professional development plan aligned with the KESA School-Improvement Plan and based upon building needs that result in student achievement.
2. Coordinate building professional development activities.
3. Complete attendance on Frontline Education based on mobile check-in within 7 days of the professional development activity. Please send Deanna Borg confirmation when this is complete.
4. Assist with Needs Assessments and Climate Surveys at the building level.
5. Assist in preparing the Annual School Improvement Plan.

METHOD OF DECISION-MAKING

All decisions by vote will be by simple majority, providing that there is a quorum present. A quorum constitutes a two-thirds majority of the District Professional Development Council.

PROCEDURE FOR DEVELOPMENT OF AGENDA FOR DISTRICT PROFESSIONAL DEVELOPMENT COUNCIL

1. Meetings will be held from September to April.
2. Agenda items for consideration may be proposed by members of the District Professional Development Council or licensed personnel of USD 383.
3. Items must be submitted in writing to the Chairperson of the Council at least two weeks prior to the scheduled Council meeting.
4. The agenda and notification of the meeting will be distributed to District PDC members, building principals, Executive Director of Teacher and Learning, and Superintendent, or upon request by an individual.

PROCEDURE FOR MAINTAINING RECORDS

Minutes of meetings and other official documents are filed in the District Department of Teaching and Learning for five years.

PROCEDURE USED TO INFORM LICENSED PERSONNEL AND THE BOARD OF EDUCATION OF THE DECISIONS AND ACTIVITIES OF THE COUNCIL

1. Minutes of all meetings will be distributed to all members of the District Professional Development Council and made available to the Executive Director of Teaching and Learning, Superintendent, Board of Education, and other interested personnel appropriately.
2. Professional Development points earned will be maintained by the Department of Teaching and Learning as recommended by the District Professional Development Council through June 30 for the previous fiscal year.
3. Each participant with an Individual Professional Development Plan will be reminded to review professional development activities on Frontline Education for the current school year. June 30 is the final date for submitting information on Frontline Education for the current school year. Each participant can access and print a transcript of his/her total earned points from Frontline Education.

PROCEDURE FOR AMENDING THE DISTRICT PROFESSIONAL DEVELOPMENT PLAN

This document may be amended in the following manner:

1. The District Professional Development Council may adopt amendments to the District Professional Development Plan by a simple majority of the Council Members as a whole, provided these amendments have been introduced in writing at the preceding meeting.
2. Amendments approved by the District Professional Development Council shall be submitted to the Superintendent, Executive Director of Teaching and Learning, Board of Education, and State Board of Education for approval.

PROCEDURES TO DETERMINE ANNUAL DISTRICT STAFF DEVELOPMENT

The District 5-year Professional Development Plan will be revised based on an annual PD Needs Assessment. The Needs Assessment and revision will:

1. Identify student learning gaps.
2. Identify skills teachers need to close these student achievement gaps.
3. Provide appropriate professional development opportunities.

DISTRICT PDC SUBCOMMITTEES

FRONTLINE EDUCATION SUBCOMMITTEE

1. Reviews policies and procedures for Frontline Education.
2. Publishes and updates Frontline Education handbook as needed.

MEMBERS: PDC Executive Leadership

IPDP APPEALS SUBCOMMITTEE

1. Hears any grievances from the building representative to the District PDC.
2. Resolves the issues and reports to main committee. If resolution cannot be reached, subcommittee brings the matter to District PDC.

MEMBERS: PDC Executive Leadership

EQUIVALENCY CREDIT/COLLEGE APPROVAL SUBCOMMITTEE

1. Reviews and approves presentations and research-based activities to award Equivalency Credit points for salary advancement. Information on earning Equivalency Credit can be found in Article XI of the 2021-22 Negotiated Agreement.

MEMBERS: PDC Executive Leadership

MEETING DATES: Meetings will be called by the Executive Director of Teaching and Learning as needed.

EQUIVALENCY CREDIT/COLLEGE APPROVAL APPEALS SUBCOMMITTEE

Hears grievances from individuals who do not agree with the decision of the equivalency credit review subcommittee regarding his/her research-based presentation or activities. (See article XI,4., Salary Schedule of the Negotiated Agreement.)

Please note: To obtain equivalency credit, the teacher must complete the requirements for both the application and impact level points as described on page 19 of this handbook. Once these processes have been completed and approved, the individual may apply to the Equivalency Committee for credit.

BUILDING PROFESSIONAL DEVELOPMENT/SCHOOL IMPROVEMENT PLANS

Each building's professional staff, under the direction of the Building District PDC Committee (building administrator, one or more teachers, and District PDC representative), shall develop a results-based building School Improvement Plan aligned with the School Improvement goals and based upon building needs that result in student achievement.

Plans for 2022-23 will be due by May 13, 2022.

IMPORTANT INFORMATION REGARDING BUILDING AND INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS

1. Building School Improvement forms will be sent to principals and building representative to the District PDC from the Department of Teaching and Learning prior to the beginning of the school year.
2. Any funding necessary for an individual, building, or special curriculum group must be approved by the Principal or the Executive Director of Teaching and Learning.

Frontline Education

<http://www.frontlineeducation.com>

Frontline Education is an integrated online system that allows teachers to **plan, manage, evaluate** and **report** all forms of professional development.

This system is used in the following ways:

- To Plan:** Teachers create an Individual Professional Development Plan (IPDP) listing personal, professional goals that are Specific, Measurable, Attainable, Results-oriented, and Time-bound with accompanying activities for that professional growth.
- To Manage:** Activities for professional development and growth are requested and recorded on Frontline Education.
These can include: Independent professional reading, requests for attendance at professional conferences and requests for college course work.
- To Evaluate:** Once independent professional development is completed, a knowledge validation form is completed on Frontline Education.
- To Report:** The “portfolio” on Frontline Education keeps a record of your professional development hours. These are recorded as points that will be used for licensure renewal.

Information for Accessing Frontline Education:

Check your district e-mail address for an invitation from Frontline Education.

If you already have an account with the Sub Management System, you will log in to an existing account.

If you do not have an existing account, you will create a new account.

Username: xxxxxxx@usd383.org (Your district e-mail address)

Password: You will choose your own password

For help: Contact the Department of Teaching and Learning – Deanna Borg, deannab@usd383.org, 785-587-2841.

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

AN EXPLANATION TO GUIDE YOU

IPDPs are personal professional plans that are written to focus a teacher's mind on what he or she would like to accomplish in the near future. They are intended to be representative of the teacher as a reflective practitioner. By reflecting on one's classroom, integrating what has worked and what has not, taking into consideration student needs and desired outcomes with best teaching practices and collegial sharing, a teacher can, and should, set forth personal goals towards self-improvement that will bring about increased student achievement. These personal goals augment the goals set forth by individual buildings as well as the district. Reflection and self-improvement are the hallmarks of professional learning. Therefore, **all teachers must have an IPDP** on file in Frontline Education. That plan is written using SMART goals.

The IPDP is aligned with the four domains of professional practice from Charlotte Danielson's *Framework for Teaching, 2nd Edition 2007* (see page 28) and must also be aligned with goals and objectives of the building and district. (See page 2 for further explanation.)

Individual Professional Development Plans are written *employing* the technique of goal writing that is Specific, Measurable, Attainable, Results based, and Time bound – thus, SMART goals.

As is stated above, each probationary teacher in their 1st, 2nd and/or 3rd year, as well as veteran teachers who are being evaluated **must** complete the electronic IPDP on Frontline Education.

An IPDP is intended to be a “guide” for the near future (the next five years). As is true in many avenues of life, dynamics can change the course set out and, therefore, IPDPs can be edited to reflect that change.

All buildings *require* staff members to review and revise their IPDPs yearly. Teachers **should review** their IPDP each year for personal professional reflection.

Frontline Education also holds a file called **My Personal Goals**. *All* teachers should certainly reread and update this section yearly (by adding or inactivating goals) especially teachers who are not currently being evaluated.

TO COMPLETE AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN

Consideration should be given to a review of student data, evaluation feedback, personal reflection and licensure renewal requirements.

1. Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
2. Identify actual staff skills and those skills needed to close student learning gaps in order to determine professional development needs.

PROFESSIONAL DEVELOPMENT POINTS MAY BE USED TOWARD LICENSURE RENEWAL IF

1. An IPDP is completed on Frontline Education.
2. All professional development activities are pre-approved on Frontline Education using the appropriate form.
3. Points are awarded following **completion and validation** of professional development activities.

THE IPDP YEAR

1. The IPDP year will run from July 1 to June 30.
2. Summer 2021 activities after July 1 will be included in the 2021-2022 Frontline Education portfolio.
3. The IPDP with goals/objectives must be entered on Frontline Education each year an individual is formally evaluated.
4. The IPDP must be filed by October 31, 2021.
5. All professional development activities must be pre-approved.
6. Retroactive credit will not be awarded for any activities occurring prior to the current year (activities done in the 2020-2021 school year cannot be turned in for IDP credit during the 2021-2022 school year). Questions should be directed to the Dept. of Teaching and Learning.
7. Any IDP points not validated during the current IPDP year are lost and cannot be counted once the current year's activities points are approved by the Board of Education.

VALIDATION

1. To receive credit, activities must be personally validated on Frontline Education.
2. Professional requests will not automatically receive points just because the activity is pre-approved on Frontline Education. Further information may reveal that the activity does not meet the criteria, and thus cannot be approved.
3. Individuals may print a copy of their earned points anytime from Frontline Education.
4. Questions regarding validation should be directed to the building representative to the District PDC or the Department of Human Resources.

APPEALS PROCESS

1. Any participant who feels that a plan, a specific activity, or a validation has been rejected unfairly may request that his/her building representative to the District PDC forward said item to the IPDP Appeals Subcommittee for review.
2. Approval or rejection of the item in question by the District PDC committee shall be final.

PROBATIONARY TEACHERS (1ST, 2ND, & 3RD YEAR TEACHERS) AND OTHER TEACHERS BEING EVALUATED

1. Meet with immediate supervisor (or designee) to write a three-year IPDP.
2. Complete the electronic IPDP on Frontline Education system identifying professional growth experiences (knowledge) you will need to meet your goals.
3. Print and keep a personal copy for your records.

TEACHERS NOT BEING EVALUATED THIS YEAR

1. Identify student learning gaps and then determine professional development needed to reduce the student learning gaps.
2. Update your IPDP plan on Frontline Education.

SUGGESTIONS FOR LICENSURE RENEWAL USING INDIVIDUAL DEVELOPMENT PLAN (IDP) POINTS

- **ATTENDANCE AT CONFERENCES, WORKSHOPS, STUDY GROUPS, ETC.**

1 IDP point for each 1 hour of learning experience with no daily maximum (TRAVEL TIME AND MEALTIME ARE EXCLUDED).

In addition to credit for attending the conference, workshop, or study group, one IDP point may be earned for preparation and professional sharing with colleagues of those ideas learned.

- **PRESENTATIONS AT CONFERENCE, WORKSHOPS, PROFESSIONAL DEVELOPMENT DAYS**

1 IDP point for each 1 hour presented.

In addition to credit for making the presentation, an equal number of IDP points are granted for preparation.
Example: 2-hour presentation = 2 IDP points earned for presenting + 2 IDP points earned for preparation.

- **SUPERVISION OF STUDENT INTERN/PRACTICUM STUDENTS (Update adopted by PDC April 2010.)**

<i>Supervision</i>	<i>IDP points awarded</i>
Teaching as a Career – Aiding	6 IDP points per semester
Block B Elementary: Literacy K-2; Science K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2017	3 IDP points per subject (maximum of 6 IDP points)
Block C Elementary: Literacy 3-6; Social Studies K-6; Math K-6 Master of Arts in Teaching (MAT) Fall Semester - updated 2016	3 IDP points per subject (maximum of 9 IDP points)
Block I: Core Teaching Skills for Middle Level	6 IDP points per semester
Block II: Secondary Methods	1 IDP point per week (up to 10 IDP points per semester based on content area placement)
Student Teaching Internship and Master of Arts in Teaching Internship (MAT) Spring Semester – updated 2016	90 IDP points per full semester (to be pro- rated if less than a full semester). Cooperating teachers must complete Process Questions on Frontline Education survey before being awarded points.
Other Pre-Service Field Experience (e.g. Early Childhood, English as a Second Language, Foreign Language in the Elementary School)	1 IDP point per week

Note: Supervision for the above are limited to 200 IDP points per year.

- **INDEPENDENT STUDY, LEARNING EXPERIENCES RELATED TO ASSIGNMENT, PUBLICATION OF PROFESSIONAL ARTICLES and READING PROFESSIONAL BOOKS**

Individual circumstances should be considered when assigning points for these activities. Contact the Department of Teaching and Learning.

- **PROFESSIONAL READING (Guidelines adopted by District PDC April 2011)**

Independent Reading: A total of 6 IDP points will be awarded in the following manner:

- 5 IDP points are awarded for independent reading
- 1 IDP point is awarded for required reflection
 - Required reflection is documented through the appropriate form on Frontline Education. No points are awarded until this form has been completed.

Small Group Professional Reading: IDP points will vary and will be awarded in the following manner:

- 5 IDP points awarded for independent preparatory reading
- 1 IDP point awarded for participation and attendance at each professional discussion
- The total number of IDP points awarded will, therefore, depend on the number of group discussions
 - Reading + participation in professional discussions = total IDP points awarded
- To allow for unavoidable absences from the professional group discussion, the following parameters will be followed
 - Reading + participation in a portion of the professional discussions
 - Anyone who misses a portion (but not all) of the discussion sessions may receive maximum credit for all the Small Group Professional Reading activity **if** a reflection is completed through the appropriate form on Frontline Education at the end of the book study.
 - Reading minus participation in all professional discussions
 - Anyone who cannot attend any of the scheduled discussion sessions can only receive IDP points for this Small Group Professional Reading activity if reflection is documented through the appropriate form on Frontline Education.
 - In this manner, a teacher completing the reading, attending no discussions, yet reflecting on their reading through the appropriate form on Frontline Education would receive 6 IDP points.
 - The appropriate form must be completed before any IDP points will be awarded
 - Please request this form from Deanna Borg, deannab@usd383.org, 785-587-2841

Note: A sample of this form can be found in the Appendix under “Helpful Hints for District PDC Representatives”

The District PDC Representative must:

1. Complete this form for every building book study,
2. Obtain signatures and
3. Return to Deanna Borg MHSE room 224.

- **PARTICIPATION ON BUILDING AND DISTRICT COMMITTEES**

Time spent attending meetings of building and district committees focused on school improvement committee work must be entered under the category of Service to the Profession. IDP points will be awarded.

Note: These are not faculty or department meetings unless ongoing Professional Learning is occurring.

- **CATEGORIES FOR WHICH LICENSURE RENEWAL USING IDP POINTS SHOULD NOT BE AWARDED**

- Membership on social committees
- Sponsorship or supervision of student activities
- Back-to-School nights
- Social activities
- Political activities
- Community activities not directly related to your employment (i.e., Scout leader, Little League coach, etc.)
- Negotiated “professional float day” (one day prior to the start of school year to work in classroom)

DIGITAL LEARNING POLICY

USD 383 Manhattan-Ogden seeks to encourage teachers to engage in meaningful personalized professional development. In order to accomplish this, teachers can choose to utilize the growing professional development networks that are available through social media. The following options exist for teachers as they desire to increase their instructional knowledge:

1. Twitter Chat—the teacher may choose to participate in a chat or to view a chat. For either option, 1 IDP point will be awarded per hour of chat time. The teacher must either document the chat using an app like TweetDeck or take screenshots of the chat then download those into a word document and attach it to the Digital Learning form on Frontline Education. Additionally, the teacher must complete the Digital Learning form reflecting on the content of the chat and submit it to his/her District PDC representative for final approval.

If a teacher serves as a moderator of a Twitter Chat, then one additional point will be awarded for his/her leadership.

2. Webinar/You-Tube Video/Ted Talk/Online PD Module—1 IDP point will be awarded for each clock hour of viewing. In a webinar, teachers must document the activity by taking a screen shot of the list of participants showing that they have signed into the webinar and then upload it to the Digital Learning form on Frontline Education. Alternatively, if a certificate is issued for attendance, the teacher may upload that to the Frontline Education form. Teachers must then complete the Digital Learning form reflecting on the content and submit it for final approval.

For You-Tube Videos, Archived Webinars, Ted Talks and Online PD Modules, teachers must complete the Digital Learning form and provide the link to the presentation viewed in a word document that is uploaded to the appropriate section on the Frontline Education document.

3. eBook—eBooks will follow the same protocol as hard copy books and be considered an Independent Reading activity. Teachers should complete the Independent Reading form on Frontline Education and will receive 6 points for each book read: 5 points for the reading and 1 point for the required reflection.

LICENSURE RENEWAL

Points used for license renewal **MUST** be earned in at least two of the three areas:

1. **Content Endorsement Standards**

Those standards adopted by the state board that define the skills and knowledge required for the specific content endorsements in a Kansas State Teacher License or Certificate.

2. **Professional Education Standards**

Those standards adopted by the Kansas State Board that specify the knowledge, competencies, and skills necessary to perform in a specific education role or position.

3. **Service to the Profession**

Any activity that assists others in acquiring proficiency in instructional systems, professional practices, or content, or that directly relates to licensure of professional education, accreditation processes, or professional organizations.

If you live, work, or are employed by any Kansas unified school district, you may request to file an individual professional development plan with the District Professional Development Council in your school district for licensure renewal purposes.

Contact the Department of Teaching and Learning: 785-587-2841

KANSAS STAFF DEVELOPMENT PLAN REGULATIONS

The Kansas Professional Development Program, revised effective July 1, 2003, includes three categories of activities and three levels of achievement that address “sequential instructional experiences designed to improve performance in an endorsement.” These categories of activities include: Content (curriculum subject matter), Professional Education (instructional strategies) and Service to the Profession (school improvement work). The levels of activities and possible actions of the plans are listed below.

Level 1: **Knowledge Level** (what do I know that I didn’t know before?)

1. Attend a professional development activity where new knowledge and skills for an individual teacher’s job responsibility or personal interest are learned.
2. Upon completion of the session, log on to Frontline Education and complete the ‘Knowledge Validation Form’ attached to the activity attended.
3. One IDP point will be awarded for each contact hour. For example, if the professional development session lasted three hours, you would receive three IDP points.
4. Activities can be in the areas of: content, professional education and/or service to the profession.

Level 2: **Application Level** (what am I doing that I didn’t do before?) Timeline (One Semester)

1. Frontline Education steps to follow:
 - a. Go to your Portfolio or Recently Completed activities and select the activity for which you wish to receive application level points.
 - b. Click on the ‘Manage’ button next to the activity.
 - c. Complete the ‘Application Level Request Form’ and submit for approval.
2. Once approved, begin your practice within the classroom with feedback from a supervisor or colleague that takes place over the course of at least one semester.
3. Evidence of application is required and may include videotapes or observations of classroom practice made at specific intervals over the course of at least one semester and/or lesson plan documentation and/or observation feedback throughout at least one semester.
4. IDP points awarded = 2 X knowledge level points.
5. Activities can be in the areas of content or professional education.
6. At the end of the semester, go to your Frontline Education activities pending final approval and click on the ‘Manage’ button by the activity for which you are seeking application level points. Click on ‘Mark Complete’ and attach the documentation collected. Submit for final approval.
7. You must complete the application level project before applying for impact level.

Level 3: **Impact Level** (what results am I getting?) Timeline (One Academic Year)

1. Frontline Education steps to follow:
 - a. After completing the application level project, go to your Portfolio or Recently Completed activities and find the activity for which you received application level points.
 - b. Click on the ‘Manage’ button next to that activity and fill out the ‘Impact Level Request Form’ and submit for approval.
2. Once approved, begin collecting evidence of improved student behavior/achievement over a period of at least two semesters (one academic year).
3. Documentation of positive changes in respective students’ behaviors/achievement could be related to building improvement goals or academic goals within the classroom (i.e., improved attendance, reduced tardiness, reduced discipline referrals, increased time-on-task, increased reading scores, etc.).
4. IDP points awarded = 3 X knowledge level points.
5. Activities can be in the areas of content or professional education.
6. At the end of the academic year, go to your Frontline Education activities pending final approval and click on the ‘Manage’ button by the activity for which you are seeking impact level points. Click on ‘Mark Complete’ and attach the documentation collected. Submit for final approval.

Note: Points earned at the application and impact level can be used toward equivalency credit and salary advancement. Contact the Dept. of Teaching and Learning for information or see Article XI of the 2021-22 Negotiated Agreement.

COLLEGE COURSES

For teachers who will be enrolling in a college course(s), you **MUST** enter appropriate information on Frontline Education **prior** to starting the course.

When the coursework is completed and **appropriately noted through Frontline Education**, the credit hours are automatically converted to IDP points. **1 college credit = 20 IDP points**

Exception: Should a teacher apply for attendance at a conference on Frontline Education and then, during the conference, decide to accept the opportunity offered at the conference to apply this time towards college credit, the following steps must be taken:

1. Contact the Department of Teaching and Learning so that appropriate changes can be made on Frontline Education - 785-587-2841.
2. Request approval for college credit on Frontline Education.

PROFESSIONAL DEVELOPMENT POINTS AND LICENSURE RENEWAL

Form 3a – Renewal of a Five-Year Professional License is now an online application process.

Already familiar with the online application process?

1. Go directly to the login site. <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

New to online application submission process?

1. Review the [General Instructions for Online Application Forms](#).
2. On the [License Applications webpage](#) scroll down to see the numerically ordered list of application forms and find Form 3a.
3. Click on the link to the right “Review Requirements and Access Form” to get started on the process.
4. If you are using college credit hours for part of your renewal, you must obtain a link to your official transcript from the crediting institution and provide it to the district Human Resource Director (see below).

Contact Paula Hough, Executive Director of Teaching and Learning, at paulah@usd383.org or 785-587-2000 if you have questions.

LICENSURE RENEWAL REQUIREMENTS

If highest degree is Baccalaureate Degree	=	a minimum of 160 approved IDP points, including at least 80 points for college credit (80 points = 4 college hours)
REMEMBER:		
	1 Clock hour of professional development	= 1 IDP point
	1 college credit hour	= 20 IDP points
If highest degree is Masters Degree or above	=	120 approved IDP points

NOTE: www.ksde.org, Teams/Divisions: Teacher Education & Licensure (785-291-3678)
<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-and-Accreditation>
for answers to your individual questions.

Appendix A-Forms

USD 383 Strategic Framework

Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson
(Reference Only)



Manhattan-Ogden Unified School District 383
STRATEGIC FRAMEWORK
July 1, 2020

Mission

Building foundations for dynamic futures

Vision

Manhattan-Ogden USD 383 is a public school system nationally recognized for the success of all students.

Core Beliefs

Acceptance: We create a climate that values diverse thinking, mutual respect and working as a team for the betterment of the whole organization.

Accountability: We hold one another accountable for increasing student and staff success.

Courage: We support courageous actions in an environment that embraces ethical and thoughtful risk-taking.

Joy: We enjoy our work and recognize that happiness contributes to organizational health and generates more opportunities for success.

Trust: We presume the good intentions of others in a culture of openness for honest input and creative ideas.

Guiding Principles

System Perspective: Stakeholders respect that all components of the organization are interdependent and must be managed as a unified whole in order to achieve ongoing success and performance excellence.

Engaged Learning: Stakeholders share a collaborative responsibility for implementing intentionally designed holistic and engaging learning experiences.

Encouraging Environment: Stakeholders promote a framework encouraging grit and the courage for students to become the best version of themselves.

Relationship Building: Stakeholders facilitate connection and growth through safe, inclusive, compassionate and empathetic interactions with others.

Foundational Skills: Stakeholders provide dynamic learning experiences to build a strong foundation of skills necessary to be competitive in local, regional and global economies.

Societal Contributions: Stakeholders demonstrate a well-rounded ability to make respectful and ethical decisions.

Pillars

USD 383 is committed to student success through dedication to four foundational pillars: teaching and learning, culture and environment, employee talent, and partner relations - with outcomes measured in both traditional and non-traditional ways.

Goal

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development and postsecondary preparation.

Indicators of Success

1. The percentage of students at or above benchmark on Individual Growth & Development Indicators (myIGDIs) and the Formative Assessment System for Teachers (FASTBridge) will increase from pre-kindergarten through third grade, overall and for each identified subgroup.
2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-Emotional Learning Report will decrease for Character Development, Personal Development, Social Development and School Climate in grades 6, 8, 10 and 12, overall and for each identified subgroup.
5. The graduation rate of students within the district will increase, overall and for each identified subgroup.
6. The two-year postsecondary success rate of students within the district will increase, overall and for each identified subgroup.

Objectives and Strategies

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
 - A. Align curriculum with content standards and assessment framework.
 1. Create a well-defined curriculum protocol that provides scope and sequence by subject area content standards.
 2. Revise horizontal and vertical alignment of instructional materials based upon analysis of student performance data.
 3. Create a district assessment and data analysis calendar to guide data discussions at building and district levels.
 4. Provide ongoing training to support alignment of standards, curriculum and assessment.
 5. Create and deliver a process for communicating about curriculum, content standards and the assessment framework.
 6. Develop an accountability system to ensure timely completion of curriculum, content standards and assessment alignment.

- B. Identify and implement evidence-based instructional practices.
 - 1. Identify evidence-based instructional practices.
 - 2. Provide ongoing training to support implementation of evidence-based instructional practices.
 - 3. Create and deliver a process to communicate about evidence-based instructional practices.
 - 4. Develop an accountability system to monitor impact of evidence-based instructional practices on student success indicators.

- C. Institutionalize a multi-tiered system of reading, mathematics and social- emotional supports.
 - 1. Provide core instruction consistent with adopted protocols.
 - 2. Ensure intervention and support decisions are based upon benchmark and progress monitoring protocols.
 - 3. Provide training in multi-tiered system of supports to promote clarity and reduce variance across the district.
 - 4. Create and deliver a process for ongoing communication about multi- tiered system of supports.
 - 5. Develop an accountability system to monitor the impact of multi-tiered system of supports on indicators of student success.

- D. Implement a trauma-responsive structure to support mental health needs of the school community.
 - 1. Maintain cross-system collaboration between mental health providers and school teams.
 - 2. Align mental health protocols across the school community.
 - 3. Identify and implement trauma-responsive practices to promote student resilience.
 - 4. Provide training in use of trauma-responsive practices and mental health protocols.
 - 5. Create and deliver a process for ongoing communication about trauma- responsive practices and mental health protocols.
 - 6. Enhance service delivery through social-emotional family engagement and empowerment.
 - 7. Develop an accountability system to monitor the impact of trauma- responsive practices and mental health protocols within the school community.

- E. Implement a framework for personalized learning.
 - 1. Create common terminology, protocols and timelines for implementation of personalized learning throughout the district.
 - 2. Construct a platform of essential core components and change strategies for the personalized learning framework.
 - 3. Provide ongoing training about core components and change strategies within the personalized learning framework.
 - 4. Create and deliver a process for personalized learning communications.
 - 5. Develop an accountability system to monitor the impact of personalized learning on student success.

- F. Identify and implement technology to enhance teaching and learning.
 - 1. Ensure student, parent and staff access to technology.
 - 2. Create online access to instructional materials.
 - 3. Deliver training and support for information and instructional technology.
 - 4. Create and deliver a process for ongoing communication about technology to enhance teaching and learning.

5. Ensure reliability and cybersecurity of information and instructional systems.
 6. Develop an accountability system to monitor the impact of technology on teaching and learning.
2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
- A. Identify and implement policies and practices to promote diversity, inclusion and equity.
 1. Update and enforce policies prohibiting discrimination, harassment and inequitable access.
 2. Ensure principles and practices of diversity, inclusion and equity are promoted and enforced throughout all buildings and departments of the district.
 3. Provide ongoing training to expand understanding of and commitment to diversity, inclusion and equity.
 4. Create and deliver a process for consistent communication about diversity, inclusion and equity.
 5. Engage and empower students, parents, employees and the community as ambassadors for diversity, inclusion and equity.
 6. Develop an accountability system to monitor promotion and enforcement efforts regarding diversity, inclusion and equity.
 - B. Enact policies and practices to attract, develop, empower and retain high quality employees.
 1. Implement a framework to increase qualified and diverse candidate pools.
 2. Onboard new staff through a district orientation and support program.
 3. Deliver training relevant to specific areas of responsibility, including when changes occur in knowledge or skill expectations of a position.
 4. Create and deliver a process for ongoing communication about efforts to attract, develop, empower and retain high quality employees.
 5. Maintain a staff incentive program that includes recognition and added compensation for established factors.
 6. Develop an accountability system to monitor the impact of efforts to attract, develop, empower and retain high quality employees.
 - C. Align non-instructional operations in support of students, staff and schools.
 1. Maintain facilities and grounds that are clean and safe.
 2. Ensure safety and security of people and property within the district.
 3. Maintain a communications process for two-way exchange of information.
 4. Construct a human resource system to meet staffing needs within the district.
 5. Maintain business practices that ensure financial security of the district.
 6. Continue transportation services that are safe, comfortable and efficient.
 7. Provide childhood nutrition programming to meet dietary and wellness education needs within the district..
 8. Provide training to maintain consistency of non-instructional operations across the district.
 9. Develop an accountability system to monitor non-instructional support of students, staff and schools.

- D. Identify and implement technology to promote operational productivity.
 - 1. Ensure student, parent and staff access to technology.
 - 2. Maintain a management process for collection and storage of operational data.
 - 3. Deliver training and support for operational use of technology.
 - 4. Ensure reliability and cybersecurity of information and operational systems.
 - 5. Create and deliver a process to communicate about use of technology to promote operational productivity.
 - 6. Develop an accountability system to monitor impact of technology on operational productivity.
- 3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.
 - A. Engage and empower families as stakeholders.
 - 1. Implement a centralized welcome center to provide orientation and assistance to families new to the district.
 - 2. Develop and implement a plan to increase family engagement opportunities and the number of involved families.
 - 3. Provide ongoing training to increase staff understanding of and commitment to family empowerment.
 - 4. Identify and implement technology to enhance two-way communication between parents and educators.
 - 5. Collect and analyze parent satisfaction data to monitor success of stakeholder engagement and empowerment efforts.
 - B. Expand and strengthen community partnerships to enrich student learning.
 - 1. Identify and engage current and potential community partners.
 - 2. Create a framework to benefit students and meet identified needs of community partners.
 - 3. Provide training to increase staff understanding of and commitment to community partnerships.
 - 4. Identify and implement technology to enhance communication and collaboration with partners.
 - 5. Collect and analyze data to monitor the extent to which partners perceive community collaboration as mutually beneficial.
 - C. Construct educational choice options to meet student and community needs and interests.
 - 1. Provide training to increase stakeholder understanding of the educational choice option process.
 - 2. Create and deliver a method to communicate about educational choice options.
 - 3. Develop a catalog of program choice options available within the district.
 - 4. Ensure program choice options comply with all policy and accountability requirements of the district and state.
 - 5. Create and enforce guidelines to ensure all families have equal access to all program choice options.
 - 6. Establish a process to evaluate the impact of each program choice option on student success.

Glossary

Academic Engagement - Implementation of differentiated learning strategies and plans to address areas of concern.

Character Development Standard - Identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Diversity - The inclusion of different types of people, such as different races or cultures, in a group or organization.

Equity - Individuals or populations of individuals experience equal opportunity to succeed when provided additional supports needed to overcome barriers to success.

Graduation Rate - The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Personal Development Standard - Identify, understand and effectively manage thoughts, feelings and behaviors.

Personalized Learning - Places the whole child as an active participant at the center of instruction. Strong relationships between educators, students, family and community ensure equity and choice in time, place, path, pace and demonstration of learning.

Postsecondary Success Rate - A student must meet one of four outcomes within two years of high school graduation: 1) earn an industry-recognized certification while in high school; 2) earn a postsecondary certificate; 3) earn a postsecondary degree; or, 4) enroll in postsecondary in both the first and second year following high school graduation.

School Climate - The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

Social Development Standard - Establish and maintain positive relationships and communicate with others in various settings and situations.

Charlotte Danielson's
A Framework for Teaching
Enhancing Professional Practice, 2nd Edition 2007
 Domains, Components, and Elements

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
<p>1a: Demonstrating Knowledge of Content and Pedagogy Knowledge of content and the structure of discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy</p> <p>1b: Demonstrating Knowledge of Students Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills and knowledge, and language Proficiency Knowledge of students' interest and cultural heritage Knowledge of students' special needs</p> <p>1c: Setting Instructional Outcomes Value, sequence and alignment Clarity Balance Suitability for diverse students</p> <p>1d: Demonstrating Knowledge of Resources Resources for classroom use Resources to extend content knowledge and pedagogy Resources for students</p> <p>1e: Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and unit structure</p> <p>1f: Designing Student Assessments Congruence with instructional goals Criteria and standards Design of formative assessments Use for planning</p>	<p>2a: Creating an Environment of Respect and Rapport Teacher interaction with student Student interactions with other students</p> <p>2b: Establishing a Culture for Learning Importance of content Expectations for learning and achievement Student pride in work</p> <p>2c: Managing Classroom Procedures Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and paraprofessionals</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student misbehavior</p> <p>2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources</p>
Domain 4: Professional Responsibilities	Domain 3: Instruction
<p>4a: Reflecting on Teaching Accuracy Use in future teaching</p> <p>4b: Maintaining Accurate Records Student completion of assignments Student progress in learning Non-instructional records</p> <p>4c: Communicating with Families Information about the instructional program Information about individual students Engagement of families in the instructional program</p> <p>4d: Participating in a Professional Community Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects</p> <p>4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession</p> <p>4f: Showing Professionalism Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations</p>	<p>3a: Communicating with Students Expectations for learning Directions and procedures Explanation of content Use of oral and written language</p> <p>3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation</p> <p>3c: Engaging Students in Learning Activities and assignments Groupings of students Instructional materials and resources Structure and pacing</p> <p>3d: Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress</p> <p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence</p>

ITEM 6.8

Date: Sept 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Disposal of Scissor Lift (Auto shop)

Prepared by: Chris Holborn, Manhattan High School CTE Coordinator
Michael Dorst, Manhattan High School Principal

Background Information:

According to Board of Education policy, excess or unusable district-owned equipment and supplies will be disposed of at the discretion of the Board. Purple Wave Auction Company of Manhattan currently has a contract with the State of Kansas for auctioning excess property. According to contract 042014, this will be done at a 0% commission to any local governmental agency. The contract runs from November 1, 2016 through October 31, 2021. In addition, Purple Wave will advertise this auction, take all pictures of the vehicles and post them on their internet auction website. The District only has an obligation to show the equipment to prospective buyers and be present as they are removed from our premises. Purple Wave's services are paid for when the buyer of the item pays a 10% buyer's premium. On multiple occasions, the District has used Purple Wave Auction Company, Inc. to dispose of this excess equipment.

Current Considerations:

The Manhattan High Auto program and Career and Technical Education department would like to auction a BendPak Model SP – 7X Scissor Lift. The shop currently has a two post lift, a four post drive drive-on lift, and a scissor lift. The lifts allow students and instructors to work in an industry standard shop. Students train and learn on vehicles owned by the district along with vehicles brought in by instructors, students, and community members. The current scissor lift is outdated and a new two post lift was purchased this last year to replace it to meet industry standards. The new lift will be installed in the next few months. The scissor lift does have value and will sell on a surplus auction.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives and Strategies:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.

Board of Education Policy:

DFM Equipment and Supplies Sales

Financial Implications

Proceeds from the sale will be deposited in the account line for MISC REVENUE 016-71990-000-00-000-00.

Recommendation:

The administration respectfully recommends the Board of Education give final approval (A²) to contract with Purple Wave, Inc. of Manhattan to dispose of the BendPak Scissor Lift.

Recommended Motion:

"I move to give final approval to contract with Purple Wave, Inc. of Manhattan to dispose of the BendPak Scissor Lift."

ITEM 6.9

Date: Sept 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Disposal of On Car Brake Lathe (Auto shop)

Prepared by: Chris Holborn, Manhattan High School CTE Coordinator
Michael Dorst, Manhattan High School Principal

Background Information:

According to Board of Education policy, excess or unusable district-owned equipment and supplies will be disposed of at the discretion of the Board. Purple Wave Auction Company of Manhattan currently has a contract with the State of Kansas for auctioning excess property. According to contract 042014, this will be done at a 0% commission to any local governmental agency. The contract runs from November 1, 2016 through October 31, 2021. In addition, Purple Wave will advertise this auction, take all pictures of the vehicles and post them on their internet auction website. The District only has an obligation to show the equipment to prospective buyers and be present as they are removed from our premises. Purple Wave's services are paid for when the buyer of the item pays a 10% buyer's premium. On multiple occasions, the District has used Purple Wave Auction Company, Inc. to dispose of this excess equipment.

Current Considerations:

The Manhattan High Auto program and Career and Technical Education department would like to auction a Hunter on car brake lathe model OCL 360. The on car brake lathe is outdated and doesn't meet safety standards. The shop purchased a much newer off car brake lathe that currently meets industry standards. This older brake lathe hasn't been used in several years and the current instructors do not feel it is beneficial to keep. The brake lathe does have value and will sell on a surplus auction.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives and Strategies:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.

Board of Education Policy:

DFM Equipment and Supplies Sales

Financial Implications

Proceeds from the sale will be deposited in the account line for MISC REVENUE 016-71990-000-00-000-00.

Recommendation:

The administration respectfully recommends the Board of Education give final approval (A²) to contract with Purple Wave, Inc. of Manhattan to dispose of the Hunter brake lathe.

Recommended Motion:

"I move to give final approval to contract with Purple Wave, Inc. of Manhattan to dispose of the Hunter brake lathe."

ITEM 6.10

Date: Sept 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Frigidaire Portable Dishwasher (FACS Kitchen)

Prepared by: Chris Holborn, Manhattan High School CTE Coordinator
Michael Dorst, Manhattan High School Principal

Background Information:

According to Board of Education policy, excess or unusable district-owned equipment and supplies will be disposed of at the discretion of the Board. Purple Wave Auction Company of Manhattan currently has a contract with the State of Kansas for auctioning excess property. According to contract 042014, this will be done at a 0% commission to any local governmental agency. The contract runs from November 1, 2016 through October 31, 2021. In addition, Purple Wave will advertise this auction, take all pictures of the vehicles and post them on their internet auction website. The District only has an obligation to show the equipment to prospective buyers and be present as they are removed from our premises. Purple Wave's services are paid for when the buyer of the item pays a 10% buyer's premium. On multiple occasions, the District has used Purple Wave Auction Company, Inc. to dispose of this excess equipment.

Current Considerations:

The Manhattan High Career and Technical Education department would like to auction a Frigidaire portable dish washing machine (Model FDS251RJR0). The dishwasher was used in the smaller kitchen at Manhattan High School, however the current instructors do not have the room for it and do not use it. With the plans to add a bigger kitchen with construction, the portable dishwasher will not be needed. The dishwasher hasn't been used in 2-3 years and is currently taking up space in the CTE office. The dishwasher appears to be lightly used and in good condition and should have value at surplus auction.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives and Strategies:

1. Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.

Board of Education Policy:

DFM Equipment and Supplies Sales

Financial Implications

Proceeds from the sale will be deposited in the account line for MISC REVENUE 016-71990-000-00-000-00.

Recommendation:

The administration respectfully recommends the Board of Education give final approval (A²) to contract with Purple Wave, Inc. of Manhattan to dispose of the Frigidaire portable dishwasher.

Recommended Motion:

"I move to give final approval to contract with Purple Wave, Inc. of Manhattan to dispose of the Frigidaire portable dishwasher."

ITEM 7.1.1

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Annual Overtime Report – FY 2021

Prepared By: Lew Faust, Director of Business Services

Background Information:

The district implemented an electronic timekeeping system in 2003 as a tool to improve payroll accuracy, efficiency and to assist supervisors in managing the hours for their staff. In October 2013 the district transitioned to an updated timekeeping system, TimeClock Plus. This software has been well received by district employees and is reportedly more user-friendly than the old system.

Current Considerations:

This report includes hours paid at time and one half (if in excess of 40 hours per week) and any hours over 40 per week worked by employees. As noted in board policy (GCA), overtime is considered emergency in nature or unforeseen and is at the request of the supervisor. Annually, district administration reviews the position needs of the district and schedules assignments accordingly. Overtime occurs due to varying circumstances during the year. This includes emergency situations, seasonal needs, and staff covering positions when the district is not fully staffed.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objective and Strategy:

2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.

2.C. Align non-instructional operations in support of students, staff and schools.

Board of Education Policy for Overtime:

GCA Compensation and Work Assignments

Financial Implications:

This report includes the following information:

- Overtime Hours by Job Assignment
- Overtime Costs as a % of Total Payroll Costs Chart
- Overtime Hours by Location
- Overtime by Month Charts; District-wide, Office Professionals (OFP), Custodial and Maintenance, Security, Transportation

Comparison of Overtime Hours by Job Assignment

Job Assignment	Overtime Hours From 7-1-18 to 6-30-19	Overtime Hours From 7-1-19 to 6-30-20 (CLP April/May)	Overtime Hours From 7-1-20 to 6-30-21
Office Professionals	2423.5	2047.5	2140.4
Aides/Paraprofessionals	982.1	789.7	777.4
Custodial/Maintenance	2036.5	1086.3	1296.7
Food Service/Warehouse	81.2	145.3	127.0
Security	1346.4	908.6	1190.7
Technology	226.9	179.4	659.0

Transportation	2767.8	2739.2	3199.8
Other	412.9		465
Total	10277.2	8389.3	9931.4

The chart above compares the overtime hours by job assignment for the last three fiscal years: 2019, 2020 and 2021. The “Other” category represents several job assignments including miscellaneous hourly employees, Early Learning staff, Parent’s as Teacher’s staff, afterschool child care, game workers and grant positions. Some of the costs related to Custodial and Security services are reimbursed through facility usage fees.

The district generally incurs the greatest level of overtime at the beginning of the school year. For FY 2021, 1,670.4 of the overtime hours were incurred in April, the largest monthly value for the year representing 16.8% of the total. However, the actual level of overtime hours incurred varied by job assignment:

Office Professionals – 14.3% of this group of employee’s overtime hours was incurred in April;

Custodial and Maintenance – 17.6% of the group’s total overtime was incurred February;

Security – 17.3% of the group’s total overtime hours was incurred October;

Transportation – 25.2% of the group’s total overtime hours was incurred in April.

Comparison of Overtime Costs as a Percentage of Total Payroll Costs

Fiscal Year Ending	Total Payroll Costs	Overtime Cost*	% of Total Payroll
6/30/2011	\$8,888,921	\$142,302	1.60%
6/30/2012	\$9,539,325	\$176,270	1.86%
6/30/2013	\$10,200,207	\$180,677	1.77%
6/30/2014	\$10,635,306	\$187,133	1.76%
6/30/2015	\$10,639,997	\$197,015	1.86%
6/30/2016	\$10,432,532	\$178,656	1.71%
6/30/2017	\$10,999,711	\$147,675	1.34%
6/30/2018	\$11,515,851	\$152,387	1.32%
6/30/2019	\$12,251,047	\$183,859	1.50%
6/30/2020	\$13,285,834	\$155,202	1.17%
6/30/2021	\$13,001,932	\$188,697	1.45%
<i>Average</i>	<i>\$11,035,515</i>	<i>\$171,807</i>	<i>1.58%</i>

* Overtime costs include hours in excess of scheduled hours paid at straight time as well as hours worked in excess of 40 hours paid at time and one half.

For 2020-21, facility usage reimbursements received totaled \$0 since the district did not allow outside use of facilities due to the COVID 19 pandemic.

Future Considerations:

District administration will continue to work with building principals, directors and supervisory personnel to monitor overtime hours. The goal will be to continue to maintain and gradually reduce the present levels of overtime accumulated. While avoidance of all overtime is not practical in the school business, we continually strive to ensure that time is utilized effectively during the defined work day for all employees.

Historically the district has experienced spikes in several job categories due to extra time required for snow removal and general preparations to open the school year. The largest areas of increase evident in FY 2021 was Technology and Transportation. These two employee categories experienced moderate increases in overtime hours due to personnel shortages throughout the entire fiscal year, caused primarily by COVID-19 health concerns.

Recommendation:

This report is for informational purposes.

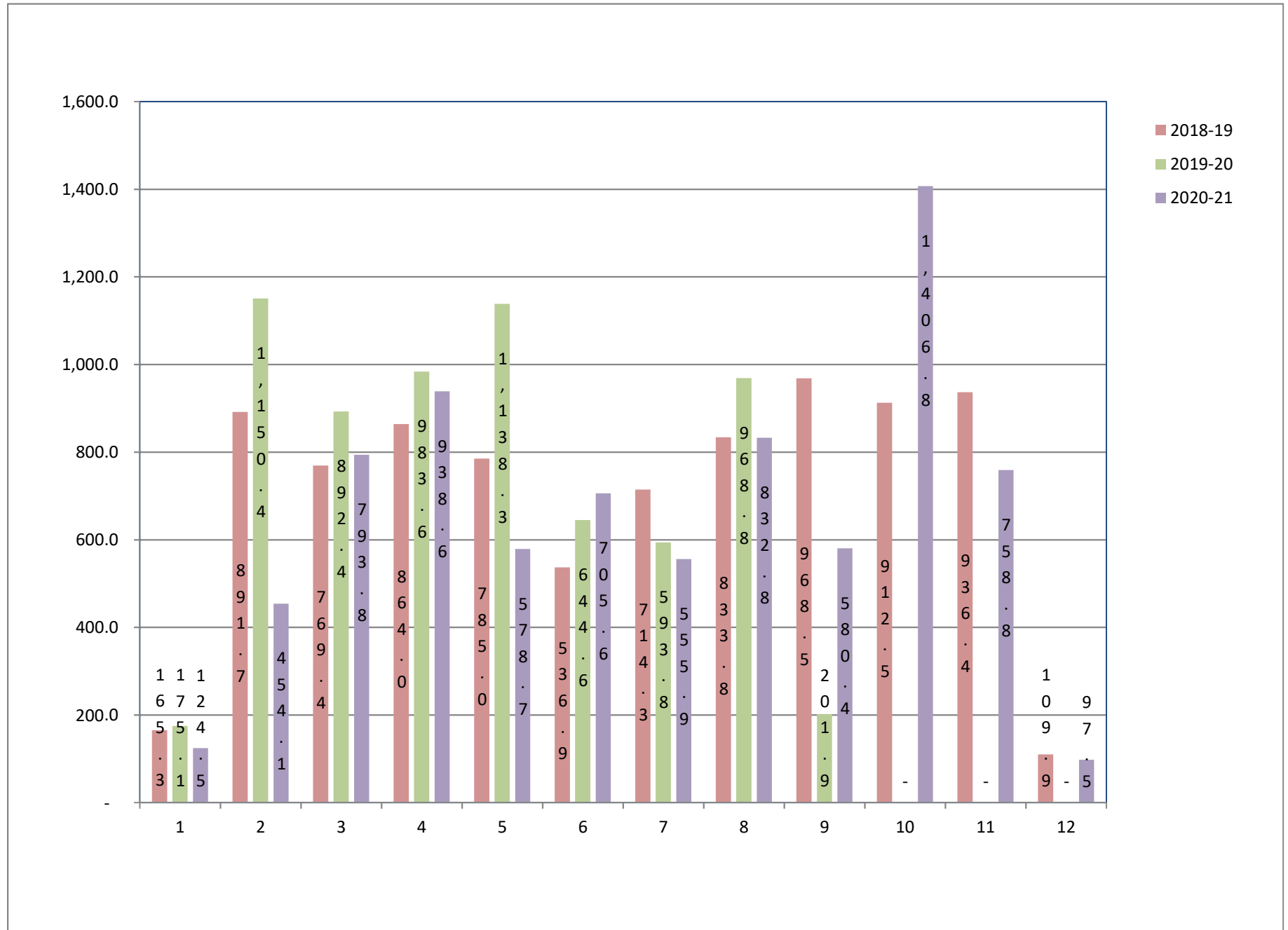
District Overtime Hours by Month FY 2018-2021

9/8/2021

	Totals				Office Professionals				Custodial/Maintenance				Security				Transportation			
	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
July	277.9	165.3	175.1	124.5	235.1	124.8	92.8	88.7	38.3	28	59.2	16.4	2.2	6.0	13.8	17.5	2.3	6.5	9.3	1.9
August	842.9	891.7	1,150.4	454.1	540.8	561.9	552.6	242.1	148.6	113.2	247.8	37.7	91.9	132.6	125.8	81.6	61.6	84	224.2	92.7
September	939.6	769.4	892.4	793.8	339.3	205.5	251.1	239.0	113	111.1	147.7	92.2	159.9	157.0	122.5	164.1	327.4	295.8	371.1	298.5
October	579.2	864.0	983.6	938.6	167.8	227.2	286.6	210.6	100.1	175.9	131.4	192.5	122.5	220.8	154.5	206.4	188.8	240.1	411.1	329.1
November	609.0	785.0	1,138.3	578.7	215.3	202.5	235.2	134.2	97.6	123.6	99.6	159.9	110.8	134.0	142.3	55.1	185.3	324.9	661.2	229.5
December	608.2	536.9	644.6	705.6	175.6	133.4	155.6	161.0	94	95.3	70.5	122.6	134.7	113.8	65.5	111.5	203.9	194.4	353	310.5
January	365.2	714.3	593.8	555.9	75.4	116.4	124.3	132.7	119.2	319.5	134.1	133.2	45.0	62.9	84.1	91.4	125.6	215.5	251.3	198.6
February	655.6	833.8	968.8	832.8	166.7	158.7	255.4	181	222.9	360.9	147.3	241.5	114	81.5	167.4	99.25	152	232.7	398.7	311.0
March	696.6	968.5	201.9	580.4	202.6	234.8	93.9	187.2	167.7	416.4	48.7	63.1	151.0	32.6		67.0	175.3	284.7	59.3	263.2
April	584.3	912.5	-	1,406.8	189.4	191.4		305.2	64.6	135.9		130.6	127.7	166.1		163.3	202.6	419.1		807.8
May	694.1	936.4	-	758.8	228.1	216.4		213.1	58.9	108.9		76.21	115.2	152.6		133.5	291.9	458.5		336.0
June	117.4	109.9	-	97.5	74.8	50.4		45.7	28.3	47.9		30.8	0.0	0.0		0.0	14.3	11.6		21.0
Total	6,970.02	8,487.70	6,748.90	7,827.50	2,610.9	2,423.4	2,047.5	2,140.4	1,253.2	2,036.6	1,086.3	1,296.7	1,174.9	1,259.9	875.9	1,190.7	1,931.0	2,767.8	2,739.2	3,199.8
As of June 30	6,970.0	8,487.7	6,748.9	7,827.5	2,610.9	2,423.4	2,047.5	2,140.4	1,253.2	2,036.6	1,086.3	1,296.7	1,174.9	1,259.9	875.9	1,190.7	1,931.0	2,767.8	2,739.2	3,199.8
Prior Year Overtime Hours																				
Total Hours	6,970.0	8,487.7	6,748.9	7,827.5	2,610.9	2,423.4	2,047.5	2,140.4	1,253.2	2,036.6	1,086.3	1,296.7	1,174.9	1,259.9	875.9	1,190.7	1,931.0	2,767.8	2,739.2	3,199.8
Average PY	9,020.4	7,270.1	7,728.9	7,402.2	2,729.8	2,504.7	2,360.6	2,203.8	1,283.2	1,491.8	1,458.7	1,473.2	1,143.7	1,246.5	1,103.6	1,108.8	3,180.2	2,432.9	2,479.3	2,902.3
Over (Under) PY	(2,050.4)	1,217.6	(980.0)	425.3	(118.85)	(81.33)	(313.11)	(63.40)	(30.05)	544.79	(372.38)	(176.51)	31.18	13.40	(227.67)	81.86	(1,249.20)	334.87	259.86	297.51

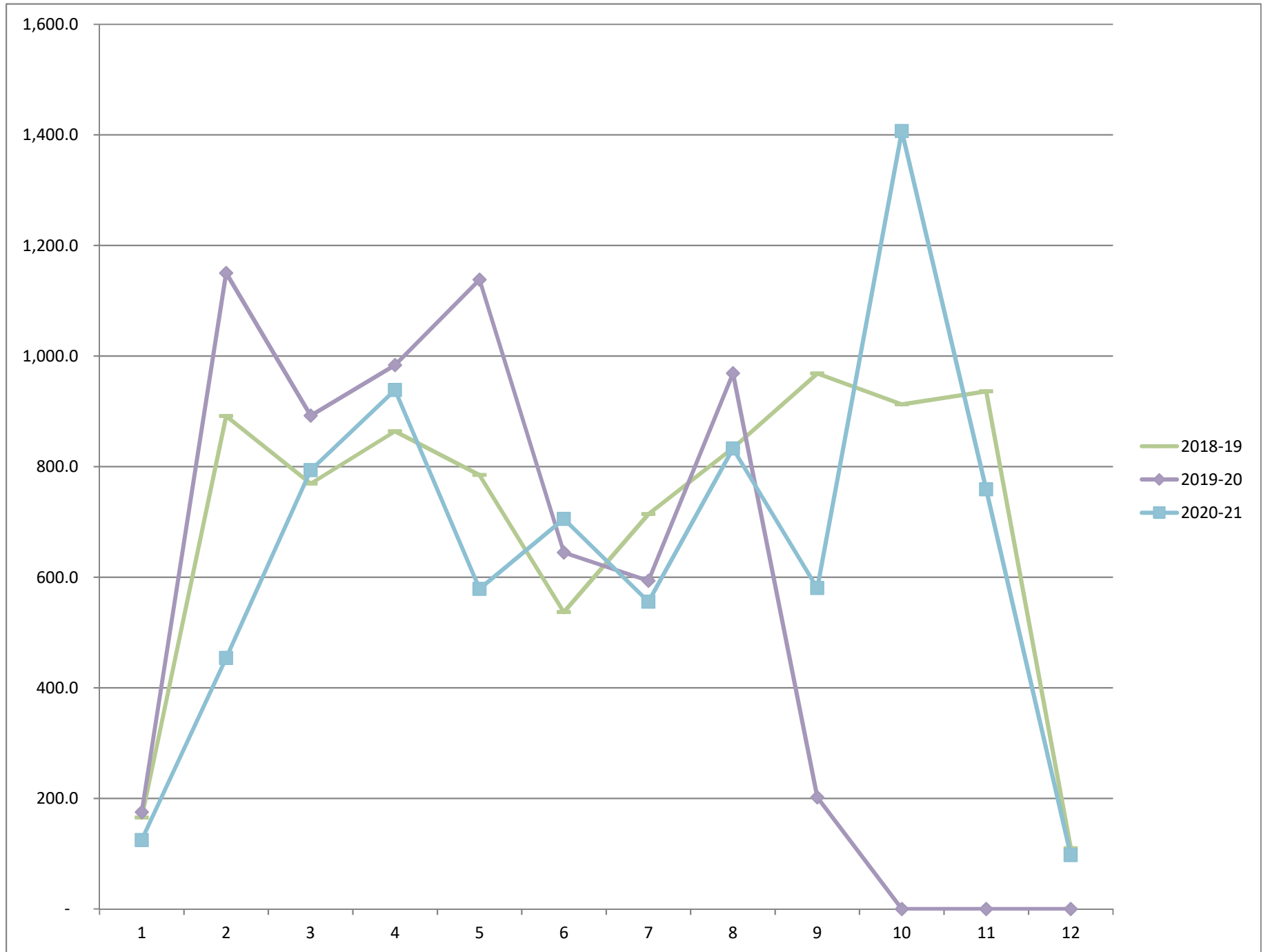
District Overtime Hours by Month FY 2019-2021

9/8/2021



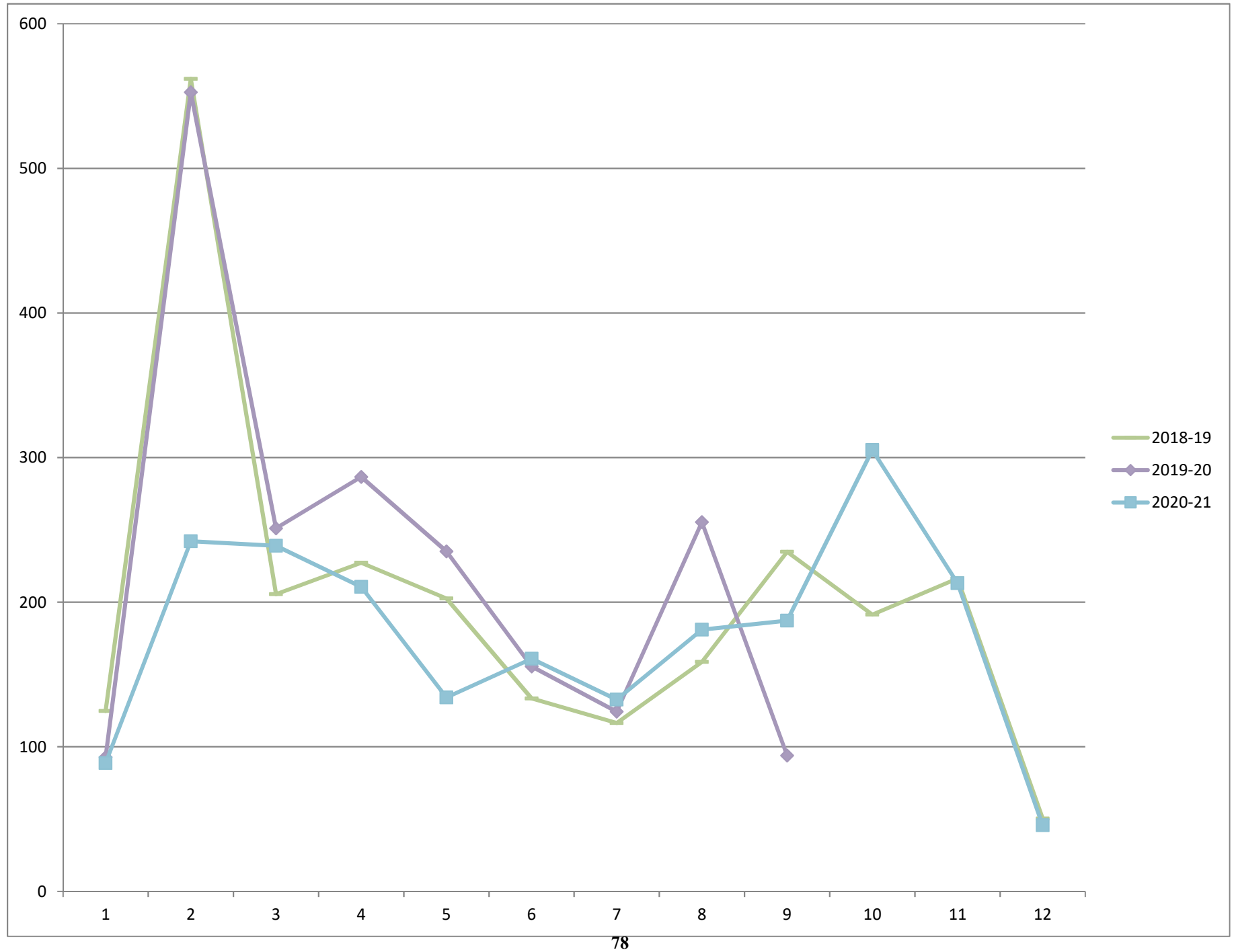
District Overtime Hours by Month
FY 2019-2021

9/8/2021



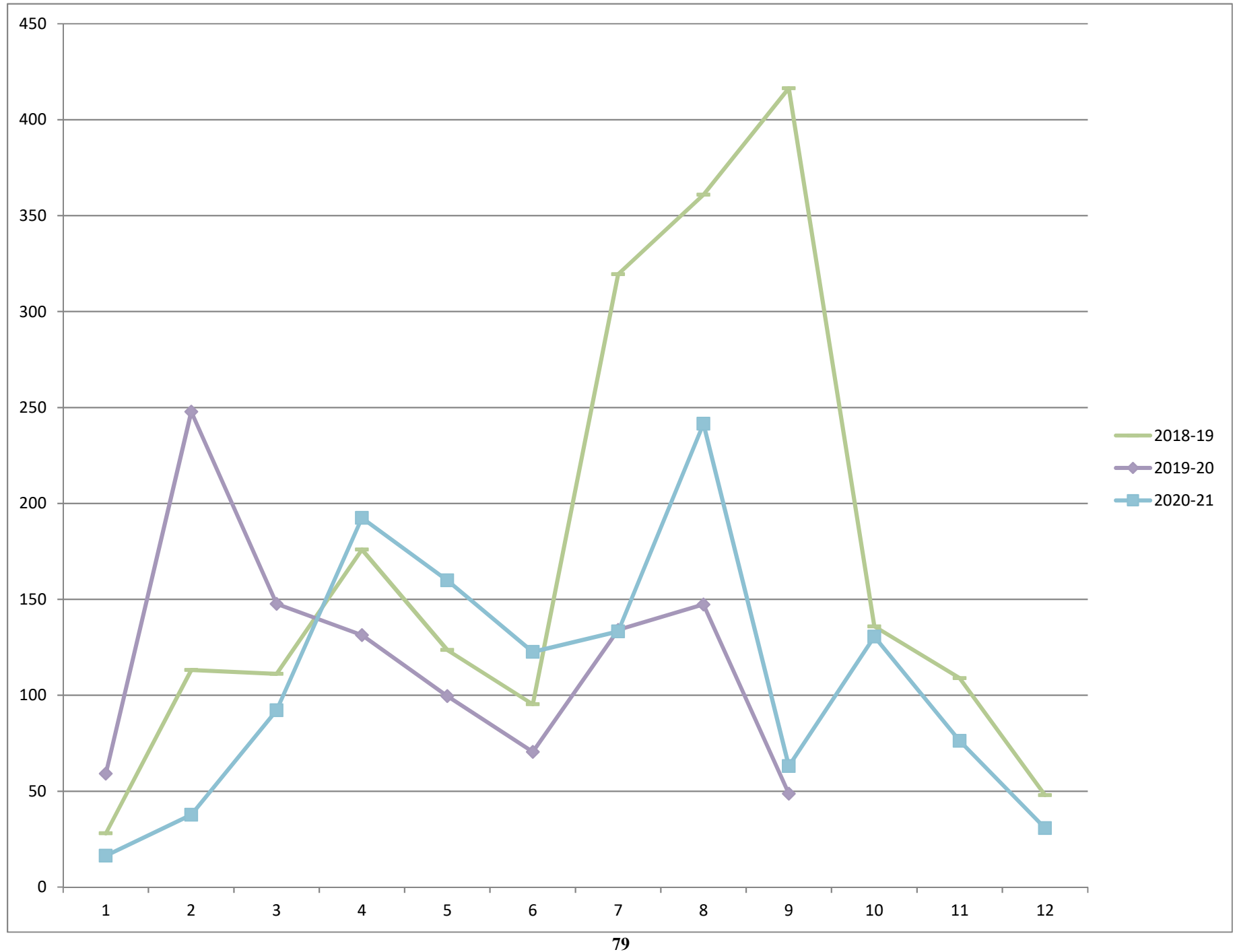
Office Professional Overtime by Month
FY 2019-2021

9/8/2021



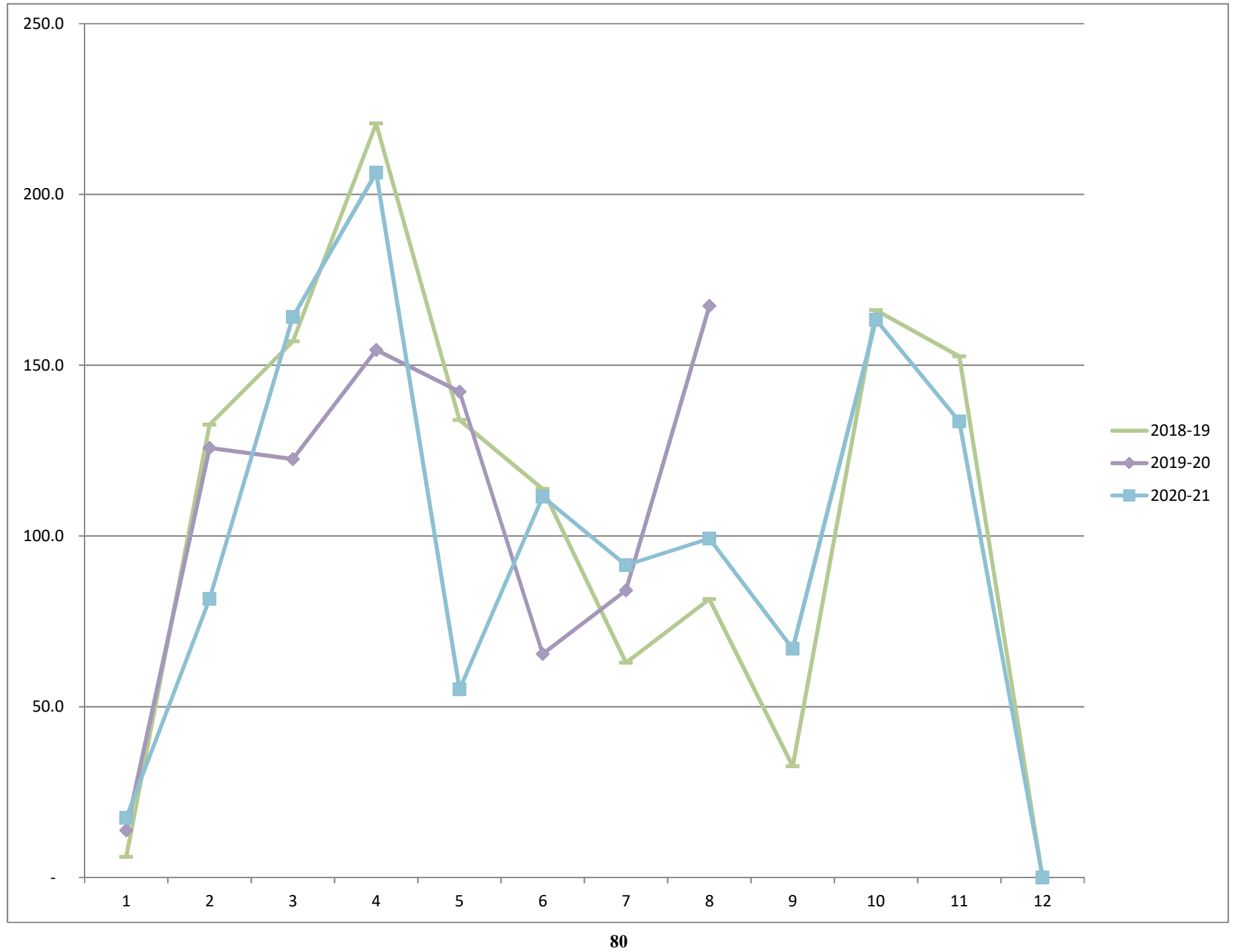
Custodial and Maintenance Overtime by Month FY 2019-2021

9/8/2021



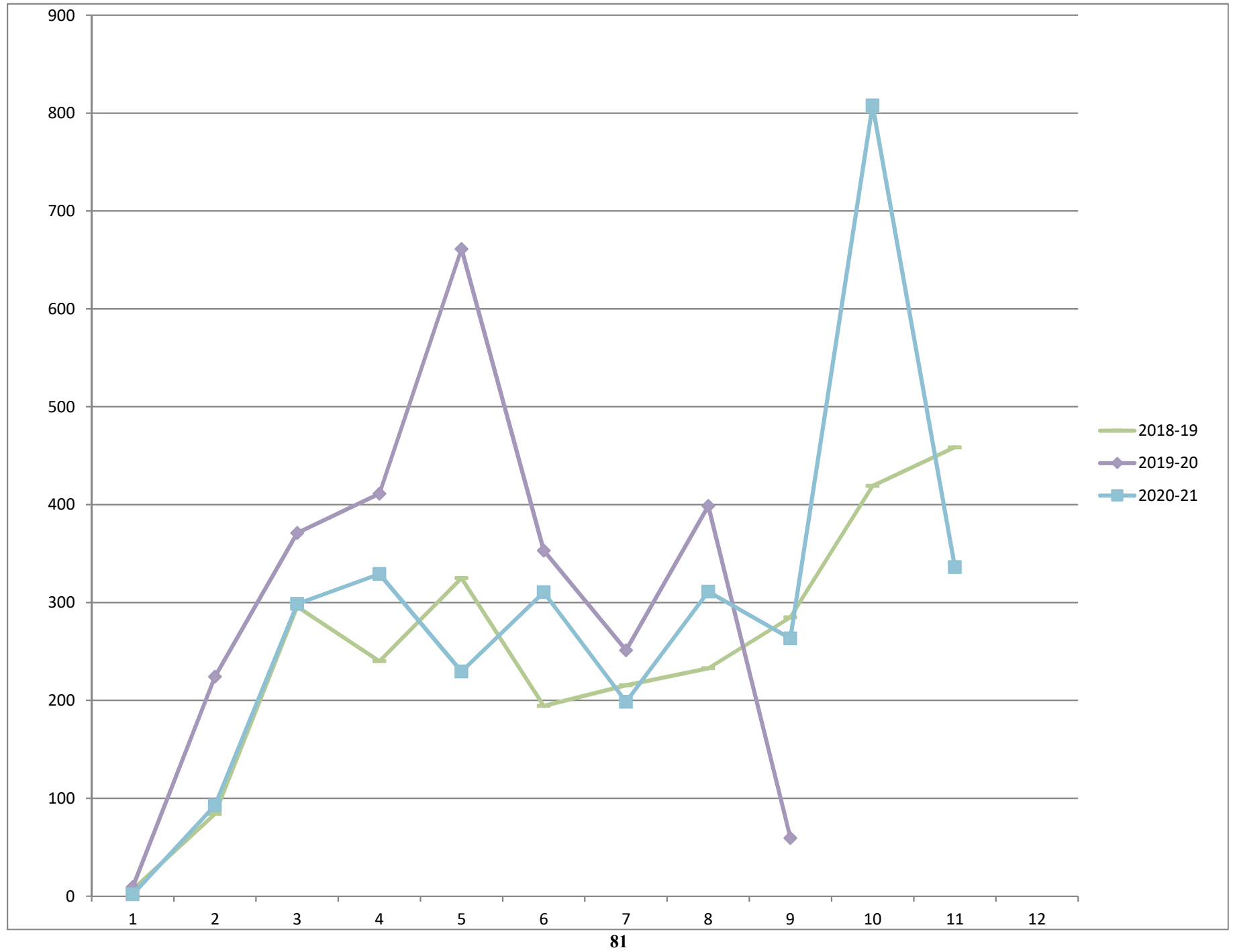
Security Overtime by Month
FY 2019-2021

9/8/2021



Transportation Overtime by Month FY 2019-2021

9/8/2021

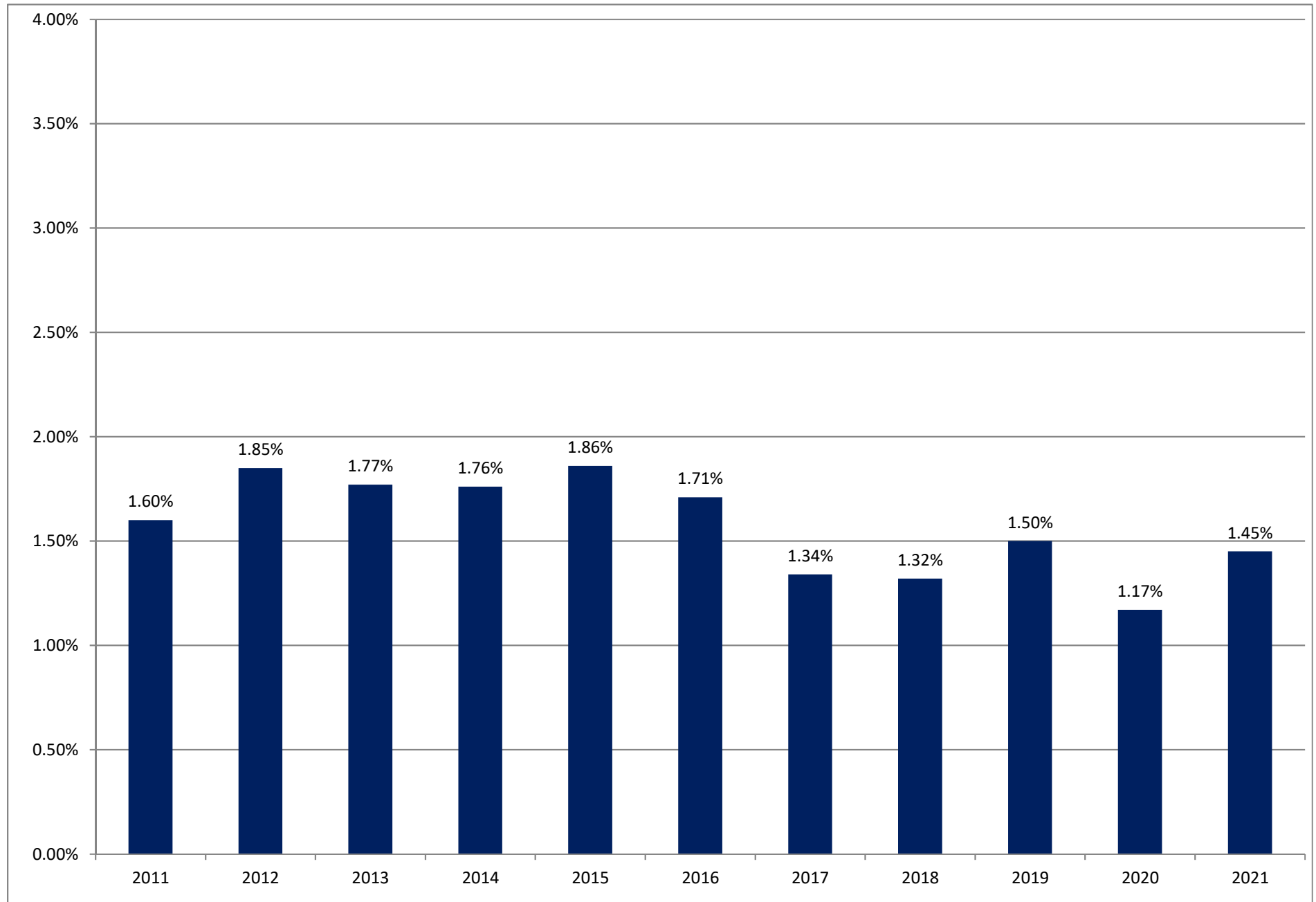


**Overtime Hours by Location
FY 2014 - 2021**

9/8/2021

	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>Diff PY</u>
Amanda Arnold	230	236.6	212.8	113.1	147.9	119.4	75	72.2	-2.8
Bluemont	80.6	67	32.8	23.7	55.6	15.6	21.4	33.4	12
Frank Bergman	182.8	120.9	108.5	36.5	38	7.3	13.2	71	57.8
Lee	155.1	87.7	32.2	33.5	45.6	41.1	17.5	8.8	-8.7
Marlatt	132.9	107.7	87.8	74.4	68.7	57.9	28.8	92.5	63.7
Northview	522.8	245	73.1	46.5	46.4	16.2	5.4	6.1	0.7
Ogden	211.8	367.8	67.7	36.9	52.9	34	17.9	40	22.1
Theodore Roosevelt	87.5	103.8	68.7	0	0	0	13.6	15	1.4
Woodrow Wilson	150.5	128.3	20	15.6	14.7	54.4	11.6	7.9	-3.7
Anthony Middle School	214.2	387.1	235.5	246.5	246.3	232	145.7	189.9	44.2
Eisenhower Middle School	400.7	408.8	275.3	208.2	510.2	507.2	466.8	407.4	-59.4
Manhattan High School West Campus	2417	2376.3	1601.1	1845.8	2081.8	2010.8	1700.3	1713.1	12.8
Manhattan High School East Campus	1715.6	1335.3	846.4	1158.1	1090	1037.8	1083	1679.2	596.2
Education Center	1079.8	1005.8	1129.2	943.1	736.8	631.3	376.3	304.4	-71.9
Maintenance	810.9	825.1	1383.5	1189.3	1257.3	2066.2	1103.6	1387.1	283.5
Transportation	3715.2	4839.6	5101.9	2600.8	1932.7	2774.5	2756.9	3232.6	475.7
Adult Learning Center	20.6	22.2	15.6	10.4	6.4	0	0	0	0
Central Kitchen/Child Nutrition	45.5	33.2	285.7	40.9	133.4	73.9	145.3	83.5	-61.8
Warehouse								43.5	43.5
College Hill ELC	240	338.5	151	153.4	174.2	180.5	145.4	301.7	156.3
Eugene Field ELC	44.5	81	156.3	165.1	246.4	392.6	245.8	241.4	-4.4
Job Corps	14.8	11.1	17.3	8.2	5.6	1.8	4.4	0	-4.4
PAT	2.8	5.5	8.1	0	0	15.5	11.6	0.5	-11.1
Total	12475.6	13134.3	11910.5	8950.0	8890.9	10270.0	8389.5	9931.2	1541.7

Manhattan-Ogden USD 383
Overtime Costs as a Percent of Total Payroll Costs
2011-2021



ITEM 7.2.2

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: 2021 Celebrate Freedom Week and Constitution Day

Prepared by: Trina Dibbini, Director of Secondary Education
Dr. Lucas Shivers, Director of Elementary Education

Background Information:

Annually observed on September 17, USD 383 educators, students and community stakeholders celebrated the day the US Constitutional Convention signed the Constitution in 1787 in Philadelphia. USD 383 meets the goals of **Constitution Day** as a day when “each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution” (*Federal Register/Vol. 70, No. 99/Tuesday, May 24, 2005 /Notices*). [Link](#)

Kansas also requires that all K-8 graders celebrate freedom for a week in their classrooms (*KSA Article 11:72-1130 and KAR 91-31-32*) which includes a study of the *Declaration of Independence*, the *Constitution* and other founding documents. [Link](#)

The Kansas bill states the goal of the week is to “educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded. The week of September containing the 17th day of such month in each year thereafter is hereby designated as **Celebrate Freedom Week** in each public school offering any of the grades kindergarten through eight.”

Connected to the History, Government and Social Studies (HGSS) Kansas Standards, lessons on the *Declaration of Independence* and the US *Constitution* include a comprehensive history surrounding these documents.

These efforts also connect to KSDE efforts to promote Civic Engagement, defined as individuals sharing their skills and knowledge through actions intended to improve communities, states, nations, the world and themselves.

Since 2015, the KSDE promotes citizenship, ethics and duty to others as an important set of interpersonal social skills critical for student success, all labeled civic engagement. Civic engagement is comprised of actions and attitudes associated with social participation. The most obvious are voting, volunteering or donating money, but civic engagement may also involve membership in civic and community organizations, public speaking, petitioning, mentoring, assisting a neighbor or other informal volunteering activities that lead to stronger communities.

The importance of civic engagement transcends charitable acts of kindness – the skill development, increased content knowledge, and self-empowerment resulting from civic engagement activities foster the necessary confidence and skills for success in higher education and the workforce.

Current Considerations:

The Kansas HGSS standards mission statement reinforces core principles by asking schools to prepare students to be “informed, thoughtful, engaged citizens.” Schools must provide students with the academic and cognitive preparation, and the technical skills required for future success, in an environment that encourages and facilitates civic engagement. Students learn to be civically engaged by being civically engaged. (Guidebook: Six Proven Practices for Effective Civic Learning)

For Celebrate Freedom Week, topics of study in USD 383 schools focus on a connection to the American Revolution as well as ideas expressed in subsequent American history such as the rich diversity of our people as a nation of immigrants, the abolitionist movement which led to the

emancipation proclamation and the women's suffrage movement, just to name a few examples. The following chart details sample activities for Celebrate Freedom Week and Constitution Day:

Grade Level	Sample Activities
Grades K-2	Books on the Pledge of Allegiance and the <i>Constitution</i> ; lessons on rights and rules; discussions about class rules; patriotic songs; articles and selections from the <i>Constitution</i> ; craft personal constitutions; write freedom acrostic poems; discussions on good citizenship; art projects
3-5	Present leveled readers on the founding fathers and the <i>Constitution</i> ; perform a readers' theater play about the founding fathers; explore websites; September 11 connections; discussion surrounding the Bill of Rights; flag raising ceremonies; historical vocabulary focus; music and art connections
6-8	Memorize the Preamble; implement daily <i>Constitution</i> -related warm-ups; participate in the process of writing an amendment; <i>Constitution</i> -related trivia; videos; timeline of historical events; discussions surrounding why we declared independence; study of the Stamp Act; study of enlightenment; loyalists and the <i>Declaration of Independence</i> ; discussions surrounding why the <i>Constitution</i> was written and the early beginnings of the Republic
9-12	Focus on founding documents; readings and activities that cause students to interact with and think more deeply about the <i>Declaration of Independence</i> , Federalist papers and the <i>Constitution</i> ; document-based questions for discussion, analysis and reflection

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives:

- 1A. Align curriculum with content standards and assessment framework.
- 2A. Identify and implement policies and practices to promote diversity, inclusion and equity.
- 3B. Expand and strengthen community partnerships to enrich student learning.

Board of Education Policies:

IA Philosophy

Financial Implications:

There are no financial implications noted.

Recommendation:

This report is for information purposes only.

ITEM 8.1

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Pandemic Response Plan

Prepared by: Marvin Wade, Superintendent, USD 383

Background Information:

During a special meeting held August 11, 2021, the USD 383 Board of Education approved the 2021-2022 *Pandemic Response Plan: District Plan for Safe Return to In-Person Instruction and Continuity of Service*, with a stipulation that the plan again be reviewed by the board prior to September 24, 2021.

During this past month, school started in USD 383 (August 18), a new dashboard was created and populated with data from the first three weeks of school, and changes have been made to the Pandemic Response Plan.

The Pandemic Response Plan dated September 15, 2021 (attached) has been reviewed and supported by staff of USD 383 and members of medical advisory. Changes made since the document of August 11 are noted below:

- Pages 2, 5, 6 and 19 - Dates were changed from September 24 to October 22
- Page 4 - The last bullet was added
- Page 8 - Information was added about the data dashboard
- Page 9 - *Section 2: COVID Testing* was added as a heading, with the first six bullets also being new
- Page 10 - The last four bullets were added under Instructional Expectations
- Page 14 - The last bullet was added under Athletics and Activities
- Page 18 - The second paragraph is new and explains a transportation exemption to the mask order
- Page 20 - *Section 6: Additional Information* was added to provide clarity regarding remaining pages
- Page 24 - Guidance from Riley County Health Department changed for K-12 School close contacts

Current Considerations:

Data for the most recent week available (August 29-September 4) include an increasing positivity rate, a decrease in attendance rates for both students and staff, and increased numbers of students and staff testing positive and being quarantined.

It remains a recommendation of the superintendent (with support from administrators, other staff and medical advisory) that all current mitigation practices and processes remain in place until October 22nd – including universal masking of students, staff and visitors inside USD 383 facilities. As with previous plans, the Pandemic Response Plan is subject to change. Conditions will be closely monitored and the board will be informed as circumstances warrant consideration of possible changes to mitigation measures within USD 383 – with an update to be presented for board action prior to October 22, 2021.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Objectives/Strategies:

- Objective 1 Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.
- Objective 2 Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.
- Objective 3 Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.

Board of Education Policies:

EBB Safety
GAR Communicable Diseases
IDA Educational Program
IDAB Support Programs

Financial Implications:

Financial implications will be considered on an ongoing basis as revisions to the plan are implemented. No additional funds will be expended without identification of funding source and consideration of ramifications on mid- and long-range priorities of the district.

Future Considerations:

Providing a safe environment for learning, teaching and working will remain the top priority, as changes within the schools and community are monitored and adjusted so we can return to pre-COVID conditions as safely and quickly as possible.

Recommendation:

Approve the *Pandemic Response Plan* as presented and recommended by administration.

Recommended Motion:

"I move to give final approval to the Pandemic Response Plan as presented and recommended by administration."



Manhattan-Ogden USD 383

Pandemic Response Plan

**District Plan for Safe Return to In-Person Instruction
and Continuity of Services**

2021/2022

September 15, 2021

2021/2022 School Year

Dear USD 383 Families, Staff and Community,

Manhattan-Ogden USD 383 continues to believe that students benefit most from in-person instruction, and we remain committed to keeping our schools open and safe. As we begin the 2021-2022 school year in the midst of a global pandemic, our goal of remaining open safely serves as the driving force behind this "District Plan for Safe Return to In-Person Instruction and Continuity of Services."

The work accomplished thus far has positioned USD 383 well for what lies ahead. We will remain in regular communication with the Riley County Health Department and local physicians – capable of making rapid adjustments if it is deemed necessary.

Thank you for your support of our commitment to safe and supportive in-person instruction five days per week. We look forward to celebrating many successes together during the coming year.

With gratitude and determination,

Marvin Wade, Superintendent
Manhattan-Ogden USD 383

Unified School District 383 Board of Education

Jurdene Coleman, President	Curt Herrman
Kristin Brighton, Vice President	Katrina Lewison
Darell Edie	Brandy Santos
Karla Hagemeister	

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- USD 383 is committed to in-person learning - 5 days a week for the 2021/2022 school year.
 - Students benefit from in-person learning and instruction for the 2021/2022 school year is a priority.
 - All USD 383 students and staff will be required to wear a mask when indoors on USD 383 property at least through **October 22, 2021, regardless of vaccination status.**
 - Masks do not need to be worn when outside, while eating, or during designated mask breaks.
 - Masks must cover mouth and nose at all times.
 - Staff will work on a case-by-case basis with individuals unable to wear a mask (see mask exception form).
 - The USD 383 Board of education will re-evaluate the mask requirement for all students and staff. The Board of Education will look at local statistics and discuss in partnership with the MHK Medical Task Force and Riley County Health Department.
 - Social distancing will be practiced as much as possible. Social distancing of 3 feet cannot be guaranteed at all times when students are in school.
 - Anyone eligible to get vaccinated is strongly encouraged to do so.
 - USD 383 reserves the right to revert back to the 2020/2021 Building Foundations for a Strong Reopening COVID-19 response plan if necessary.
 - Contents of this plan are subject to change.
 - USD 383 will continue to use guidance from the Riley County Health Department, Kansas Department of Health and Environment, MHK Medical Task Force, and the Centers for Disease Control.

Section 1: Health Information

Manhattan-Ogden USD 383 has developed the following protocols in conjunction with the Riley County Health Department and the MHK Medical Task Force. We have used guidance from the Kansas Department of Health and Environment (KDHE) and the Centers for Disease Control (CDC).

- Please notify the school if your child has an illness. Please call the school directly. Do not contact your child's teacher. You will be asked what symptoms of illness your child is experiencing. USD 383 tracks and reports illness symptoms to the Riley County Health Department to help prevent the spread and outbreak of illness/disease. We do not share personal student information, only symptoms.
- Parents must keep their child home if the child is not feeling well.
- It is highly recommended that if your child has a temperature above 100 degrees and any other symptoms of illness that you keep them home.
- Fevers: students and adults may return to school when fever free for 24 hours WITHOUT the use of medication to lower the temperature.
- We ask that you provide a doctor's note if your child is ill and absent for more than **five** days.
- We ask that you provide updated records of immunizations and health conditions of your child to the school nurse.
- Students and staff must wash hands or use hand sanitizer upon entering and exiting the nurse's office.
- To limit student and staff exposure to illness, nurses will educate and train school staff on how to handle minor health issues in the classroom PRIOR to sending a student to the nurse's office, as well as guidelines for sending students that need nursing care.
- We ask that your child be picked up WITHIN one hour of notification that they are being sent home due to an illness. Please make sure that all contact information is correct in Infinite Campus and have various contacts available for the nurse.
- Nursing care that has risk of droplet spread will be done in an isolation area, and the nurse will wear proper protective equipment.

COVID-19 Specific Health Information

Symptoms of COVID-19

- Fever (100.4 or higher)
- Chills
- Muscle or body aches
- Headache
- Fatigue
- Sore Throat
- Lower respiratory illness (cough, shortness of breath, difficulty breathing)
- Diarrhea
- Loss of taste or smell
- Runny nose
- Congestion
- Nausea/vomiting

Procedures for a Confirmed Positive Case

- A person is considered to have COVID-19 if they have received a positive test. A case is considered infectious two days prior to the onset of symptoms through, at least, 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as two days prior to the date the test sample was collected through a minimum of 10 days from the date the test sample was collected. These individuals must remain in isolation until they have met the criteria to be released from isolation as established by KDHE or RCHD.
- When there is a confirmed positive case of COVID-19 in a school, the school and/or nurse will notify the USD 383 Communications Director and the RCHD to report and assist in the contact tracing process. The contact tracing process will guide the decisions of exclusions and building closures. The exclusions could affect one student, a cohort, classroom, or a building. Contact tracing and investigations in collaboration with RCHD could lead to building closure(s). The collaboration process with the local health department assesses factors such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should reopen. While the school building is closed, all school activities will be canceled or rescheduled, regardless of whether the activity was to take place in the building or another location, including athletics/activities. Families/students and employees will be encouraged to stay at home until more information is provided by the school or the health department.
- The school will work with the local health department to assess for close contacts within students and staff.
- Identities of all positive cases will not be named in any communications to the school community at large.
- RCHD and/or school nurses will contact families/students and employees if they are a person of concern related to a positively identified case and encourage cooperation with the school and the local health department to trace contacts.
- Given the nature of the pandemic, the school district will potentially make additional medical inquiries of staff and students than we otherwise would. If a family tells the school that a student (their child) is ill, the school will ask the parent whether the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the school will inquire as to whether the employee is experiencing any COVID-19 symptoms.
- The district/school will notify the school community if there is a confirmed positive COVID-19 case in school. This notification will be done through the Infinite Campus email messenger.
- If a student is ill at school and leaves the building, siblings do NOT need to leave the school until we receive further clinical guidance.
- **Please contact your health care provider with a positive test result.**

Fully Vaccinated Students and Adults

To be considered fully vaccinated, a person has to receive both doses of the COVID-19 vaccine in a 2-dose series (Moderna, Pfizer) or receive one dose in a single-dose vaccine (Johnson & Johnson) AND wait two weeks after the final dose. The day of the 2nd or only dose is considered day 0. On day 14, a person is considered fully vaccinated. **Guidance provided by the Riley County Health Department and Kansas Department of Health and Environment.**

Quarantine

- Anyone who is fully vaccinated, who has received both doses of the COVID vaccine in a 2-dose series, or received one dose in a single-dose vaccine, will be exempt from quarantine unless they test positive for COVID or are symptomatic. (They must provide a copy of their vaccination record, or be verified through WebIZ).
- If a person is in between doses or in the two week waiting period after the final dose and exposed to COVID-19, they should continue to follow current guidance regarding exposure to someone with suspected or confirmed COVID-19.

Masking and Social Distancing

- All USD 383 students and staff are required to wear a mask, at least through October 22, 2021, regardless of vaccination status.
- Please continue to practice social distancing as much as possible regardless of vaccination status.

Close Contact

- If a fully vaccinated person is considered a close contact of someone who has tested positive or is showing symptoms, there is no need to quarantine unless showing symptoms. If symptoms do arise, current guidance needs to be followed.
- If a person is within 3 feet for longer than 10 minutes, **regardless if they are wearing a mask or not, they will be considered a close contact.**
- If a person is within 6 feet for longer than 10 minutes and **NOT wearing a mask, they will be considered a close contact.**
- If a person is within 6 feet for longer than 10 minutes and **wearing a mask, they will NOT be considered a close contact.**
- If a person is within 3-6 feet and wearing a mask, they will be considered a close contact, but allowed to attend classes if they are monitored daily for symptoms by parent/guardian.

Refusal to Follow Expectations for Health Protocols

- To protect students and staff, health protocols have been developed and are expected to be followed. If a parent or student refuses to comply with district health expectations, schools will follow student discipline protocols up to and including suspension if necessary.

Unvaccinated/Not Fully Vaccinated Students and Adults

A person is considered to be unvaccinated if they have not received any of the doses of either the two-dose or one-dose vaccines. A person is considered not fully vaccinated if they are in between doses of a two-dose vaccine and/or in the two week waiting period after the final or only dose of either the two-dose or one-dose vaccine. **Guidance provided by the Riley County Health Department and Kansas Department of Health and Environment.**

Quarantine

- Students and adults who are not fully vaccinated must quarantine and may return to school after 10 calendar days have passed AND symptoms have not developed.
- Households contacts that are unvaccinated must quarantine for 20 days from the positive test date.

Masking and Social Distancing

- All USD 383 students and staff are required to wear a mask, at least through October 22, 2021, regardless of vaccination status.
- Please continue to practice social distancing as much as possible regardless of vaccination status.

Close Contact

- If a person is unvaccinated or not fully vaccinated is considered a close contact of someone who has tested positive or is showing symptoms, the unvaccinated person or not fully vaccinated person must quarantine.
- If a person is within 3 feet for longer than 10 minutes, **regardless if they are wearing a mask or not, they will be considered a close contact.**
- If a person is within 6 feet for longer than 10 minutes and **NOT wearing a mask, they will be considered a close contact.**
- If a person is within 6 feet for longer than 10 minutes and **wearing a mask, they will NOT be considered a close contact.**
- If a person is within 3-6 feet and wearing a mask, they will be considered a close contact, but allowed to attend classes if they are monitored daily for symptoms by parent/guardian.

Refusal to Follow Expectations for Health Protocols

- To protect students and staff, health protocols have been developed and are expected to be followed. If a parent or student refuses to comply with district health expectations, schools will follow student discipline protocols up to and including suspension if necessary.

Returning to School after Exclusion

- Once a student or adult is excluded from the school environment, they may return if they satisfy the recommendations of KDHE or RCHD.
 - Untested: Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following conditions are met:
 - 10 calendar days have passed since the onset of symptoms AND
 - Fever free for 24 hours without the use of fever-reducing medicine.
 - Improvement of other symptoms.
 - Tested and Awaiting Results: Persons who are suspected of having COVID-19 and are awaiting test results should be isolated at home until test results are received. Upon notification of test results, the staff member or student should contact their supervisor or the school nurse (students).
 - Positive Test Results
 - Symptomatic individuals may return when the following conditions are met:
 - 10 calendar days have passed since the onset of symptoms AND
 - Fever free for 24 hours without the use of fever-reducing medicine.
 - Asymptomatic individuals may return when the following conditions are met:
 - 10 calendar days have passed since the onset of symptoms AND
 - Symptoms have not developed.
 - If symptoms developed during the 10 day period of isolation, then the above criteria for symptomatic individuals should be followed and adhere to a timeline of 10 days from the first day of onset of symptoms.
 - Known Exposure: People who are identified as close contacts and are not fully vaccinated or who have traveled from a location on the KDHE Travel-Related Quarantine List must be quarantined for 10 days and will not be allowed to enter the school environment. A negative test result within the 10 day quarantine does not allow the individual to return earlier than the 10 day out requirement.
 - No known exposure: Students or staff who have not been identified as a close contact to a COVID-19 case and have not traveled from a location on the KDHE list may return to school/work.
 - Other Students and Employees in the Household: If a student or staff member is excluded from school because of a positive COVID-19 test result, other students or employees who are not fully vaccinated living within the same household are considered a close contact and will be excluded mandatorily for a 10 day quarantine period which begins after the date of their last known exposure to the case. If the household contact continues to live in the same household as the case while in isolation, the 10 day quarantine period for household contacts is to begin once the case is released from isolation as identified by public health.
 - Travel-Related Quarantine: If an unvaccinated student or employee has recently traveled from a location on the KDHE Travel-Related Quarantine List the student or employee is subject to a mandatory 10 day quarantine starting from the day following their return to Kansas.

COVID-19 Vaccination

- Everyone ages 12 and up are strongly encouraged to get vaccinated.
- If a vaccine for children younger than 12 becomes available, USD 383 strongly encourages children to be vaccinated.
- There are several ways to look for vaccination providers in the United States.
 - Visit [Vaccines.gov](https://www.vaccines.gov) to find vaccination providers. In some states, information may be limited while more U.S. vaccination providers and pharmacies are being added.
 - Text a ZIP code to 438829 or call 1-800-232-0233 to find vaccine locations in the United States.
 - Contact the Riley County Health Department at 785-565-6560 to schedule an appointment.
 - Check local pharmacy websites to see if vaccination appointments are available. Find out which pharmacies are participating in the Federal Retail Pharmacy Program.

Data Dashboard

- USD 383 publishes a weekly Data Dashboard each Wednesday afternoon. The Data Dashboard can be found on the district website – www.usd383.org/datadashboard an example of the Data Dashboard can found in the Additional Resources section of the Pandemic Plan.
- USD 383's response to COVID-19 includes ongoing data analysis, consultation with local medical providers, and a layered approach that allows prevention strategies to be added or removed as conditions change within our schools and community. The data dashboard now includes vaccination rate, as well as previously reported indicators from Riley County Health Department and USD 383.

Section 2: COVID-19 Testing

- USD 383 is participating in the Kansas Department of Health and Environment's School Testing Program.
- The purpose of the program is to support safe, in-person instruction in schools. A robust COVID-19 testing and vaccine strategy can provide another layer of prevention to protect students, teachers, and staff and slow the spread of COVID-19.
- Testing will be administered by a USD 383 school nurse. Testing could occur in the nurse office, directly outside of the school building, or in a vehicle. Written parental consent will be required for students under the age of 18 before any testing takes place.
- Strategy 1: Test to Know
 - USD 383 will have testing equipment available to provide rapid COVID-19 testing to students and staff who become symptomatic during the school day.
- Strategy 2: Test to Stay and Learn
 - USD 383 will have testing equipment available to provide PCR testing to students and staff who have been a close contact of a positive person and have been in quarantine. We will test on or after day 6 of quarantine. If PCR test is negative and there are no symptoms, individuals may return to school/work.
- Strategy 3: Test to Stay, Play and Participate
 - USD 383 will have testing equipment available to provide rapid COVID-19 testing for students and adults who participate in activities or athletics if an outbreak occurs.
- USD 383 will continue to partner with the Riley County Health Department for FREE COVID testing – call 785-323-6400.
- Riley County Health Department offers rapid and saliva-based testing.
 - Saliva-based testing is available every Wednesday from 11 am to 1 pm in the Family Child Resource Center parking lot. (2101 Claflin Rd, Manhattan, KS 66502)
 - Rapid testing is available for symptomatic individuals. Please call the screening line to make an appointment.

Section 3: Teaching and Learning

Instructional Expectations

- A hybrid learning option (that schools utilized last school year) is not an option for any Kansas school district this year.
- A remote learning option (that schools utilized last school year) will not be available for any Kansas student this school year.
- Kansas House Bill 2134 that was passed by the Kansas Legislature this year states that no school district, beginning in school year 2022, shall provide or offer more than 40 hours of remote learning to any student enrolled in the school district.
- When a student is out of school for a quarantine, their teacher may:
 - Provide paper copies of assignments (picked up in the office, sent home with sibling, etc.)
 - Upload assignments to the Learning Management System (Canvas)
- Parents/Guardians must keep the school informed of COVID positive results and/or quarantines. Please call your child's school. Do not contact your child's teacher(s).
- Absences due to COVID-19 quarantine/isolation will be considered an excused absence as long as the parent/guardian keeps the school informed.
- Expectations for students in quarantine due to being a close contact or a positive COVID case have changed due to requirements at the state level. School districts are only allowed to provide 40 hours of remote services per year per student.
- If the educator is using the iPad regularly in the classroom and it would be beneficial for a quarantined/isolated student to access CANVAS, the iPad can go home with the student. This will be work on the iPad, not live instruction (daily check in not required).
- For K-3 classrooms, a charge and block can be checked out from the school library to be sent home with the iPad.
- For students taking technology home, verify if student has access to WIFI. If not, a hot spot can be checked out from the school library.
- Educators may send home missed work, textbooks, assignments, etc as they would in previous years for students who are ill. This applies to special education services as well.
- Schools will limit large student, parent, and school community gatherings, specifically assemblies. Schools will offer virtual alternates when available or take appropriate mitigation steps when holding live events.

Multi-Tiered System of Support (MTSS)

- Educators will work proactively to support students' learning needs based on screening data gathered from Formative Assessment System for Teachers (FAST).
 - Universal screening assessments from FAST are administered to all students three times per year to identify which students are potentially in need of educational supports and enhancements.
 - Progress monitoring from FAST and other assessments are given to students receiving intervention support. Some are administered weekly or every other week. This data provides a reliable and valid measure of students' growth in a particular skill area.
 - ALL students can learn and achieve when appropriate resources and supports are accessible from any setting.
 - Strong administrative and educator commitment to student growth ensures clarity around math, literacy and social/emotional protocols, lessons, and use of time and resources.
 - Educators, families and students share the common goal of improving instruction, outcomes and building capacity for our students.
- Scientific, research-based core instructional models and intervention programs are the foundation of student success.
 - Our materials, approaches, and strategies are proven to have a high probability of success when implemented and followed with fidelity.
- MTSS gives various levels of support: Beyond the core curriculum, educators match students' instruction and support to the level and intensity of their need. The levels of support provided to students are based on increasing level of student needs, which is organized through a tiered framework:
 - Tier 1 is whole class core instruction for all students.
 - Tier 2 is whole class core instruction + additional targeted instruction (sometimes in a small group setting).
 - Tier 3 is whole class core instruction + additional targeted instruction + intensive intervention (sometimes in a one-on-one setting).
- USD 383 protocols and data meetings are used to make decisions to support students on a continuum of needs.
- The uniqueness of every student is respected, with recognition that each individual is influenced by the academic, social-emotional, economic, cultural, and other factors within their lives.

Social-Emotional Learning

- USD 383 integrates social and emotional growth with character development and civic engagement so that students will learn, practice and model essential personal life habits that contribute to academic, social-emotional and post-secondary success. It is learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathetic and ethical individuals. Our district will continue to support students as identified through social and emotional screenings. All children will receive regular instruction within their class.
- If a student needs additional supports beyond what can be offered in a whole class setting or large group virtual meeting, the student may meet with an alternative support staff such as a school social worker, school psychologist, or counselor.
- For on-site services, students may meet with assigned staff in a learning space. Staff will be expected to encourage social distancing and set up their environments to minimize risk to all involved.
- Parents will receive notification of additional supports being recommended for their child.
- If a parent or guardian has concerns about the social/emotional well-being of their student, please reach out to the building principal or school social worker for additional information on available supports.

Special Education

- For the 2021-2022 school year, education teams will fully implement Individual Education Plans for students. If the instructional delivery model changes, teams will communicate with families to discuss special education services. Amendments to IEPs might be required. If the district is mandated to change in response to health concerns, service changes are considered temporary and services that are written in the original IEP will resume once normal operations return. Special education teams will provide a Prior Written Notice and Amendment when there is a change in service. No additional notices will be provided when school resumes as normal.
- Programs that deliver more intensive supports (hand-over-hand instruction, medical interventions, etc.) will continue to follow additional health and safety precautions. This will include frequent cleaning of surfaces, handwashing/sanitizing procedures for students and staff, and collaboration with district custodial teams for increased focus on sanitation procedures.
- Our district will continue to focus on the safety, health, and welfare of students and staff; providing FAPE (Free Appropriate Public Education) to students as best we can; documenting all efforts to demonstrate a good faith effort; all while approaching families with compassion and collaboration.

Section 4: Maintaining Healthy Operations

Routine cleaning is the everyday cleaning practices that businesses and communities normally use to maintain a healthy environment. Surfaces frequently touched by multiple people, such as door handles, bathroom surfaces, and handrails, should be cleaned with soap and water or another detergent at least daily when facilities are in use. More frequent cleaning and disinfection may be required based on level of use.

All USD 383 families, students, and guests will practice behaviors that reduce the spread of the virus within the learning environment and throughout the district grounds and facilities. These practices include:

- Students and staff will be expected to have their temperature checked prior to coming to school by a parent/guardian or caretaker.
- Personal daily health assessment prior to entering the school environment.
- Frequent handwashing. Hand sanitation may occur with soap and water or use of personal or school-provided hand sanitizer at provided stations.
- Social distancing will be practiced as much as possible.
 - Social distancing of 3 feet cannot be guaranteed at all times when students are in school.
- Physical contact such as high-fives, shaking hands, or hugging should be avoided.
- USD 383 will be increasing the amount of outside air ventilation introduced to its facilities, schedule more frequent air exchanges and turnovers, and change air filters with greater frequency.

Athletics and Activities

- Manhattan-Ogden USD 383 staff and students will follow guidelines from the Kansas State High School Activities Association (KSHSAA), Kansas Department of Health and Environment (KDHE), and the Centers for Disease Control and Prevention (CDC).
 - Follow all safety and prevention protocols practiced in school.
 - Anyone involved in a school activity should screen daily for COVID-19 signs and symptoms.
 - Coaches/sponsors are required to do a temperature check of every student prior to departure of the bus for an away game.
 - Engage in individual work to maintain as much social distancing as possible.
 - Limit the length of time athletes are face-to-face as much as possible.
 - Maintain at least 3 feet of distancing when not engaged in activities.
 - Consider smaller group practices or stagger the number of students present at one time.
 - Avoid/limit shared equipment/gear.
 - Locker rooms should not be overcrowded. Consider smaller groups or staggered use.
 - An open line of communication will be maintained between school administration, coaches, sponsors, and medical personnel which includes but is not limited to athletic trainers, school nurses, and doctors.
 - Schools competing against one another will need to be willing to share information regarding potential positive cases and exposures.
 - There will be no travel to states that are listed on the KDHE Travel & Exposure Related Isolation/Quarantine website.
 - Social distancing should be maintained when possible during travel.
 - Athletes should sit in assigned seats on buses to assist with contact tracing if needed.
 - See Athletic/Activities COVID-19 Guidelines in appendix.
- At this time, the Kansas Department of Health and Environment states that everyone who has been in attendance at any mass gathering in-state or out-of-state of 500 or more where individuals do not socially distance (6 feet) and wear a mask must follow quarantine guidelines. Individuals who are fully vaccinated (at least 2 weeks following the receipt of the second dose in a 2-dose series, or at least 2 weeks following receipt of one dose of a single-dose vaccine) and have remained symptom free are not required to quarantine.
 - Please refer to the KDHE Travel and Exposure Related Isolation/Quarantine webpage for up to date information.

Cafeteria/Snacks

- No outside guests will be allowed in the cafeteria.
- Students may bring in their own lunch. School meals are free for all students for the 2021/2022 school year.
 - If a student forgets their lunch, a parent/guardian may bring the lunch to the office.
- Reference school handbook for more information about food being brought in for student lunches.
- Outside food (birthday treats, snacks for class, etc.) must be store bought, prepackaged, and individually wrapped.

Child Nutrition

- The Child Nutrition program will build upon the already high standards of food safety and sanitation in the kitchens and cafeteria, utilizing industry best practices and enhanced cleaning protocols. Continuation and adaptation of meal service in some form will remain a priority with adjustments made to support the health and wellbeing of our students as well as any local health orders. When possible, students will proceed to the cafeteria to get meals. Students will be reminded to wash their hands prior to entering the cafeteria/commons. Hand sanitizer stations will also be available near the cafeteria/commons for hand sanitizing before and after lunch. Students will be expected to practice social distancing while in line as much as feasible.
- Administrators will work with child nutrition staff to increase the number of lunch periods to minimize the number of students in the cafeteria at any time. Additionally, creative seating will be utilized to the extent possible. The design of each school cafeteria or commons will dictate the opportunities for seating modifications. Students will be reminded they may not share food during lunch. When weather and supervision permit, eating outdoors will be encouraged.
- Point of sale will look different at the various school levels and will be contactless when possible. Exchange of cash money between students and staff at any level at the point of sale will not be permitted during mealtime. Online payments are encouraged.
- School meals are free for all in-person learners for the 2021/2022 school year.

Classroom Layouts

- Staff will maintain seating charts for use in contact tracing.
- When physical environment permits, students will sit facing the same direction.
- Staff will utilize outdoor spaces for instructional purposes when possible.
- Plexiglass dividers are available for use.

Custodial Procedures

- The district is following guidelines from the CDC and RCHD to define best practices for cleaning. The main disinfectant used is ReJuvNal. It is an EPA listed disinfectant effective against COVID-19. Sanitation efforts will also include the use of an electrostatic spray using a combination of Clorox 360 and PurTabs disinfectants. Both PurTabs and Clorox 360 disinfectants are listed as effective against COVID-19 by the EPA.
- With the COVID-19 epidemic, we will have enhanced protocol to include hourly sanitization of frequently touched surfaces throughout our buildings and after-hours sanitization of all areas of the building using the ReJuvNal product. Electrostatic spraying will also be used in the event of a positive case of COVID-19 within a building. We will also be checking and refilling hand sanitization stations throughout the building as necessary.
- To limit the potential for irritation of students and staff, most enhanced cleaning efforts will take place when there are no occupants in the spaces, primarily after school. Enhanced cleaning of common areas will occur at the end of each day when the buildings are primarily empty.
- Building staff will also have access to cleaning supplies. Contact building custodian to access these materials as needed.
- No homemade cleaning products will be allowed in buildings.

Hand Sanitizer

- Hand sanitizer stations will be available in various locations throughout schools/buildings for frequent use by students and staff. These locations include near offices, cafeterias, gymnasiums, playground doors, and entryways. The placement of hand sanitizer in these areas is based on high traffic/use areas. In addition, sanitizing stations will be available in each classroom. Frequent handwashing with soap and water will be encouraged. Students and staff are encouraged to utilize their own personal hand sanitizer brought from home. If a student is unable to use hand sanitizer, they will be encouraged to wash their hands as necessary.

Playgrounds/Recess

- Students and staff do not need to wear masks for recess.
- Students and staff should wash or sanitize hands before and after recess.
- Students may use playground equipment.

Social Distancing

- Social distancing will be encouraged. This could include, in addition to the recommendation of 3 feet of separation when possible, limiting movement throughout an area of the school building or reducing the size of cohort groups. In addition, there could be greater restrictions associated with group work, athletics, activities, staff, and/or student interactions.
- Social distancing of 3 ft cannot be guaranteed at all times when students are in school.

Technology

- Educators will prepare to incorporate activities that help familiarize students with the technology devices and programs they will utilize. iPads provided to students will also be used in the classroom, to support the curriculum. Teachers will consider meaningful integration of technology tools during daily instruction to facilitate learning and provide students with opportunities to become familiar with the features of online programs and technology devices.
- Students will be taught how to maintain their devices, provided guidelines for basic device function, internet safety, as well as problem-solving techniques that can be utilized if the student has technology difficulties.
- Educators will evaluate the use of technologies and lessons learned during hybrid and remote learning to provide a plan for tablet use during the 2021-22 school year. Please contact the Information Technology support helpline at 785-587-2077 if there are questions on the devices or connectivity to the internet.

Travel

- Employees and families are expected to follow KDHE travel and exposure guidelines.

Transportation

- By Federal mandate (Executive Order No. 13998 – Promoting COVID-19 Safety in Domestic and International Travel), all passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems. A driver does not need to wear a mask if they are the only person on the bus.
 - An exemption to the federal mask orders states, “A person for whom wearing a mask would create a risk to workplace health, safety or job duty as determined by the relevant workplace safety guidelines or federal regulations...” The Kansas State Department of Education believe this exemption would apply to a school bus driver while physically driving the bus. This does not include the time when the bus is parked or not moving due to loading or unloading students, during these times the bus driver should be wearing a mask.
 - The order states that transportation operators must use their best efforts to ensure everyone on board is wearing a face mask, which includes boarding only those wearing a mask, instructing passengers that not wearing a mask is in violation of federal law, disembarking any persons not wearing a mask, and providing persons with prominent and adequate notice to facilitate awareness of the order.
 - The mask mandate also does not apply to anyone under the age of two, a person with a disability who cannot wear a mask or cannot safely wear a mask because of the disability as defined by the Americans with Disabilities Act, and a person for whom wearing a mask would create risk to workplace health, safety or job duty as determined by the relevant workplace safety guidelines or federal regulations.
- Students and staff will be expected to have their temperature checked prior to getting on a bus by a parent/guardian or caretaker.
- Students should conduct a personal health assessment prior to riding each day.
- School buses will be sanitized by drivers between 1st and 2nd morning and afternoon routes and at the end of the day. Each bus will be cleaned weekly with an electrostatic sprayer. Social distancing will only occur on buses and vans as possible. Most student transportation routes will not allow for social distancing. There will be a maximum of two students per seat. Seating charts will be utilized for all students and there will be assigned seats for all riders. Siblings who ride the bus together will be seated next to each other. Students will load the bus from back to the front. Students will exit the bus from the front to the back. Students must be registered for transportation and guest riders will not be permitted until further notice. Windows will be open on buses (when temperatures allow) to increase air circulation.
- Students will sanitize hands before entering the bus. Hand sanitizer will be provided.
- The district will work individually with highly medically fragile students to determine plans for the most appropriate transportation.
- Bus and van drivers will conduct a personal health assessment before reporting to work and transporting students each day. Students, drivers, and monitors will be expected to wear a mask.
- Bus modifications of any kind are not allowed by state law. This includes installing Plexiglass partitions between the driver and students and between individual student seats.
- Drivers will maintain an accurate seating chart for contact tracing.

Visitor Access to Buildings

- USD 383 values and appreciates parent participation. Our priority in planning is keeping our environments for students and staff as safe as possible. This will require us to limit who is allowed in our buildings.

Section 5: Human Resources

- All USD 383 positions are “in-person” positions. No one should be working remotely (except for Manhattan Virtual Academy employees).
- Any staff member who may have concerns about their work conditions because of their health should contact the Human Resources Offices and access the ADA form.
- Families First Coronavirus Response Act (FFCRA)
 - FFCRA benefits expired on December 31, 2020. USD 383 continued some of these benefits through the end of the 2020-2021 school year.
 - This year, employees dealing with COVID positives/quarantines will have to use their own sick leave.
 - Employees are responsible for notifying their supervisor of illness and/or quarantines.
 - People who are fully vaccinated will not need to quarantine unless they test positive for COVID or are symptomatic.
 - Staff should be prepared to show proof of vaccination.
- Masks
 - All USD 383 students and staff are required to wear a mask, regardless of vaccination status, at least through October 22, 2021.
 - Masks are not required for outdoor activities.
- Social Distancing
 - Please continue to practice social distancing as much as possible.
 - Seating charts will still need to be kept and updated regularly for classrooms and buses.

Section 6: Additional Information

- General Guidelines for Athletics and Activities
 - ANYONE feeling sick should stay home and contact their healthcare provider. Participating while symptomatic could potentially jeopardize the entire activities program in their school and other schools for an extended period of time.
 - Maintain social distance of 6'feet as best able
 - Cover your mouth and nose when coughing or sneezing with a tissue or cough/sneeze into your elbow
 - Student/athletes will be required to bring their own water bottles to practice and games.
 - Frequent hand washing for 20 seconds with soap and water or using hand sanitizer with minimum of 60% alcohol.
 - Keep hands away from your face/mouth/eyes
 - Participants are encouraged to shower, change, and launder their game uniform as soon as possible after an activity.
 - Any person reporting or exhibiting COVID-19 signs or symptoms without other obvious explanations should not be allowed to take part in any school activity and should be immediately sent home and instructed to contact their healthcare provider.
 - When traveling, temperature checks will occur prior to departure of the bus to any away game.
 - Traveling to and from a game, students will be required to wear a mask at all times on the bus.
 - Buses will not stop at restaurants after the conclusion of any game. This will help us minimize exposure. The parent group if preparing snacks are encouraged to put snacks in individual zip lock bags for each student/athlete and coach.
 - All competitions/scheduling is subject to change during season due to state and /or county health guidelines/concerns.
- Outdoor Athletics/Activities
 - Follow the general guidelines listed above
- Indoor Athletics/Activities
 - Follow the general guidelines listed above
 - Wear a mask at all times while inside. This includes all individuals whether vaccinated or not from student/athletes, coaches, administration, game workers, media and spectators.
- End of Game considerations
 - In lieu of handshakes, please develop and utilize an appropriate sign of respect and sportsmanship that does not include handshakes or other physical contact; suggestions include head nod, chest thump, salute, etc

- Concessions
 - Only bottle drinks and pre-packaged items
 - Hand sanitizer will be available on the counter for use
 - Counters will be cleaned often by staff with disinfectant solution
 - Spectators are expected to use social distancing while waiting in line
- Media
 - Will be expected to wear a mask and demonstrate 6' social distancing at all times with players/coaching staff, as well as, essential workers in the press box and field of play
- Crowd size/limits consideration
 - Spectators are expected to observe and continue to follow basic guidelines to not only keep yourself safe but others around you at all games sponsored by Manhattan High.
 - Hand sanitizer at the stadium will be available for your use
 - Maintain social distancing where applicable
 - Masks will be required at all indoor games/activities
 - Only essential personnel will be allowed on the playing field/court during or after game
 - Spectators are to sit in pods with family members only or small pods that they have arrived at the ballgame during indoor games/activities
 - **We will make adjustments at any time during the season determined by Riley County Health Department guidelines**

Manhattan High administration appreciates your help in keeping a safe environment for all of those that may attend and participate in these events.

Mike Marsh

AD-Manhattan High



**Face Mask Exemption Form
Manhattan-Ogden USD 383
2021-2022 school year**

This form **MUST** be signed by a healthcare provider (MD, DO, PA, APRN) **AND** parent (if the individual is a student) and received by the school office before the start of the school year.

NAME of STUDENT: _____

GRADE/SCHOOL: _____

NAME of EMPLOYEE: _____

SCHOOL/DEPARTMENT/BUILDING: _____

My patient, _____, should be exempted from wearing a face mask at school/work.

Reason for exemption: _____

Printed Name of Physician/Provider: _____

Signature of Physician/Provider: _____

Date: _____

To be signed by parent/guardian **IF** the patient is a student. I hereby authorize Manhattan-Ogden USD 383 to exchange information regarding this request with the above name physician.

Printed Name of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____

August 10, 2021

Updated Guidance for Riley County COVID-19 Response

- RCHD will still follow the 10 day isolation with at least 72 hours of symptom improvement for all COVID-19 positive individuals, and 10 or 20 day quarantine timelines.
- RCHD will use the test/collection date to establish timelines for isolation and quarantine for positive cases and close contacts. This will be done when the positive patient is asymptomatic, they are hesitant to say when they started symptoms, they cannot remember when symptoms started, or the symptom onset was more than 4 days prior to testing. Close contacts will still be determined 48 hours within symptom onset OR test date. (**RCHD will have final say on timelines, isolation and quarantine dates**, unless a MOU is in place for contact tracing, ex. Lafene, Ft. Riley)
- RCHD will allow concurrent Quarantine timelines, if they meet specific criteria **after** the initial Disease Investigation is completed by the RCHD Contact Tracing team.
- School Age students grade 7-12, and any adults will be allowed to isolate separately in a home if they have access to a separate bedroom and bathroom and share No common spaces. (I.e. hallways or living rooms, kitchens, bathroom, etc.)
- There is no double cleaning of spaces that may be common, the person isolating must truly be isolated, and have an outside exit to the residence or basement.
- Any In-home licensed Childcare providers will not be allowed to run concurrent timelines (No exceptions)
- Anyone who is fully vaccinated, who has received **both doses** of the COVID vaccine in a 2-dose series, or receipt of **one dose** in a single-dose vaccine, will be exempt from quarantine unless they test positive for COVID or are symptomatic. If **they are symptomatic and test negative** on a rapid PCR or antigen test, **it should be followed up with a PCR sent out to a lab**. (They must provide a copy of their vaccination record, or be verified through Web1z) The day of the 2nd dose is considered day 0, they will be considered to have immunity 2 weeks after the second dose on day 14. There is currently no time limit on how long fully vaccinated persons are considered immune. They must remain asymptomatic since the current COVID-19 exposure, beginning with day 14.
- It is recommended by the CDC that fully vaccinated individuals get tested via PCR or antigen test **3 to 5 days** after exposure to a suspected or confirmed case of COVID-19 even if they do not

have symptoms. They do not need to quarantine, but should mask while in a public indoor setting for 14 days after the exposure.

- Persons who do not meet both of the above criteria, (fully vaccinated and remain asymptomatic) should could continue to follow current guidance after exposure to someone with suspected or confirmed COVID-19.
- Anyone who **has previously tested positive** for COVID-19 and are within 6 months of their end of isolation date and **remain asymptomatic** will be exempt from quarantine. (A verified lab result must be provided by the individual to the RCHD if they tested positive outside of Riley County and we do not have access to their lab results.)
- **K - 12 School close contacts:** If students are within 3 feet for longer than 10 minutes, regardless if they are wearing masks or not, they will be considered a close contact. If they are within 6 feet for longer than 10 minutes and NOT wearing a mask, they will be considered a close contact. If they are within 6 feet for longer than 10 minutes and wearing a mask, they will NOT be considered a close contact. If the student is within 3-6 feet but wearing a mask, they will be considered a close contact, but allowed to attend classes, if they wear a mask and are monitored daily for symptoms. If they become symptomatic they will be required to quarantine at home, and should get tested. Exceptions to this rule are: when students are at lunch, in sports, or special classrooms where students do not wear masks due to their disabilities.
- A school close contact will be allowed to test on day 6, or day 16, if a household close contact, by PCR. If the PCR results are negative, then the child can return to class as early as day 7 or 17.
- **Variant of Concern (VOC):** Unvaccinated close contacts of an individual testing positive for a confirmed VOC will be required to quarantine for 10 days from the date of last exposure. All vaccinated individuals will not be required to quarantine, unless they become symptomatic, however are strongly encouraged to wear a mask and monitor for symptoms for 10 days from the date of last exposure.
- **As an exception to the above guidance,** vaccinated inpatients and residents in healthcare settings should continue to quarantine following an exposure to someone with suspected or confirmed COVID-19; outpatients should be cared for using appropriate transmission-based precautions. This exception is due to the unknown vaccine effectiveness in this population, the higher risk of severe disease and death, and challenges with social distancing in healthcare settings.

- If the exposed person becomes symptomatic, they should be tested via PCR or antigen test. If they had natural disease recently, meaning they had COVID-19 disease in the last few months, an antigen test within the first 5 to 7 days from symptom onset (depending on the EUA for the test they are using) is preferred. Receiving the vaccine does not affect the results of a PCR or antigen test, only an antibody test.
- All healthcare, emergency essential or critical infrastructure employees who test positive for COVID-19 are required to isolate, no exceptions. They **may not** continue to report to the workplace setting until released from isolation.
- The RCHD is following the CDC recommendation for fully vaccinated individuals to wear a mask in public indoor settings in areas of **substantial or high transmission**. If you are not fully vaccinated and aged 2 or older, you should wear a mask in indoor public settings. The RCHD also will follow the recommendation of universal indoor masking for all teachers, staff, students, and visitors to schools, regardless of vaccination status.

*If there is ever a question as to an exemption from quarantine, please seek guidance immediately from the Public Health Preparedness Coordinator, Renee Lucas, blucas@rileycountyks.gov or 785-776-4779, ext 7633.



Julie Gibbs, MPH
Administrative Director and Local Health Officer

Links

Riley County Health Department (RCHD) - <https://www.rileycountyks.gov/286/Health-Department>

Kansas Department of Health and Environment (KDHE) - <https://www.kdheks.gov/>

Kansas State Department of Education (KSDE) - <https://www.ksde.org/>

Centers of Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

ITEM 9.1

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Library Casework and Furniture Upgrades

Prepared by: Matt Davis, Director of Maintenance and Facilities
Lucas Loughmiller, Director of Library and Instructional Media Services
Lew Faust, Director of Business Services
Jaime Gregory, Purchasing Accountant

Background Information:

As libraries age, so does their furniture. District administration has made an effort to upgrade shelving and furniture in multiple libraries each year. This allows us to slowly bring all libraries up to the same standard with greater functionality and flexibility. This year \$150,000 was allocated in capital outlay funds for library furniture and casework upgrades.

Current Considerations:

This report includes pricing for new wall mounted shelving for the libraries of Susan B. Anthony Middle School and Bluemont Elementary School. This shelving will take advantage of empty wall space in both libraries and allow Central Library Services to re-locate and re-purpose newer mobile shelving to other elementary libraries that will be freed up by the installation of this new shelving. The Choice Partners purchasing cooperative will be used to purchase Tesco brand library furniture from Tesco Industries, LP of Bellville, TX, under CP contract 19/033MJ-19. Mid-State School Equipment of Lee's Summit, MO, will be used to install the product upon arrival.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Strategy:

2C. Align non-instructional operations in support of students, staff and schools.

Board of Education Policy:

DJED Bids and Quotations Requirements
DJFA Purchasing Authority

Financial Implications:

The total cost of the library casework with installation is \$14,673 and the funding source is (2-055-84700-733-00-000-00) Capital Outlay-Library/Media Equipment.

Capital Outlay-Library/Media Equipment (2-055-84700-733-00-000-00)

Budget	\$ 150,000
Expenses and Encumbrances	\$ 109,207
Amount Available	\$ 40,793
This Bid Amount (Furniture)	\$ 14,673
Amount Remaining	\$ 26,120

Recommendation:

Administration respectfully recommends the Board give final approval (A²) for the purchase and installation of new wall mounted shelving for the libraries of Susan B. Anthony Middle School and Bluemont Elementary School, from Tesco Industries of Bellville, TX in the amount of \$14,673.

Recommended Motion:

"I move to give final approval for the purchase and installation of new wall mounted shelving for the libraries of Susan B. Anthony Middle School and Bluemont Elementary School, from Tesco Industries of Bellville, TX in the amount of \$14,673.

ITEM 9.2

Date: September 15, 2021
To: Board of Education
From: Superintendent Marvin Wade
Re: Guaranteed Maximum Price Amendment - Eugene Field Early Learning Center - Change Order #003

Prepared by: Trisha Brooke-Fruendt, Construction Owners Representative
Eric Reid, Assistant Superintendent
Lew Faust, Director of Business Services
Jaime Gregory, Bond Accountant

Background Information:

The bond program there will be occasions when projects that have already established a guaranteed maximum price (GMP) will need to be amended due to construction scope changes, code requirements and unforeseen conditions. The following RFCs are included in change order #003:

RFC #011 – Additional sewer replacement, A/C unit for IDF room, wall carriers for sinks, RFI 22 electrical work - \$24,980.61

RFC #012 – Additional door operators and card readers on the west and north entries - \$32,494.32

Current Considerations:

Administration is asking for approval for change order #003 for the amended GMP with BHS Construction in the amount of \$57,474.93 for the RFC's listed above for Eugene Field Early Learning Center. This will make the new GMP for BHS \$7,100,877.80.

District Goal:

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development, and postsecondary preparation.

District Strategy:

2C. Align non-instructional operations in support of students, staff and schools.

Board of Education Policy:

DJED Bids and Quotations Requirements
DJFA Purchasing Authority

Financial Implications:

The total cost of the GMP increase is \$57,475. The funding source for this bid is Bond Funds.

Bond Fund – Construction Funds (097-84900-000-10-200-01)

Budget Amount	\$ 358,646
Expenditures	419,035
Balance Available	\$ (60,389)
GMP Amendment for RFCs	\$ 57,475
Balance Remaining	\$ (117,864)

Overage to be covered by District Interest Earned.

The following is a breakdown of bids received:

<u>VENDOR</u>	<u>TOTAL COST</u>
BHS Construction	\$57,474.93

Recommendation:

The administration respectfully recommends the Board of Education give final approval (A²) to move forward with the approval of the change order #003 for the amended GMP with BHS Construction in the amount of \$50,056.76 for the RFCs listed above for Eugene Field Early Learning Center. This will make the new GMP for BHS \$7,100,878.

Recommended Motion:

"I move to give final approval for change order #003 for the amended guaranteed maximum price with BHS Construction in the amount of \$57,475 for the RFCs listed for Eugene Field Early Learning Center. This will make the new guaranteed maximum price for BHS \$7,100,878.

ITEM 9.3

Date: September 15, 2021
To: Board of Education
From: Jurdene Coleman
Re: Superintendent Contract

Background Information:

The superintendent's contract was last extended by the Board on September 5, 2019. The extension was through June 30, 2022.

Current Considerations:

The current contract for Dr. Wade is scheduled for extension consideration.

Board of Education Policies:

CA Goals and Objectives of School Administration

The goal of school administration is to create an environment in which all students can demonstrate continuous academic improvement. The superintendent must possess leadership qualities which motivate all staff members to improve the educational program and to attain the board's goals and objectives. The superintendent, with the board's direction, shall mobilize and coordinate all available resources to develop an educational program designed to maintain continuous academic improvement and full state accreditation in all schools.

CE Superintendent of Schools

The Superintendent shall be the chief administrative head of the school system and shall have, under the direction of the Board, general supervision of all of the public schools and of all the personnel and various personnel departments of the district. The Superintendent is responsible for the management of the schools under Board policies and is accountable to the Board.

The Superintendent, at his/her discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed upon the Superintendent by these policies or by vote of the Board. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action taken under such delegation.

Kansas Statute:

72-8202b. Superintendent of schools; assistant superintendents; supervisors; principals; appointment and powers. (a) The board of education of each school district shall appoint a superintendent of schools for a term of not more than three (3) years. The board may appoint one or more assistant superintendents of schools, supervisors and principals for terms of not more than three (3) years. The board may give any assistant superintendent of schools the title of "assistant superintendent of schools," "deputy superintendent of schools" or "associate superintendent of schools." No person employed under the authority of this section shall be a member of the board. The superintendent, any assistant superintendents, supervisors and principals shall receive compensation fixed by the board.

(b) In the event that a vacancy occurs in the office of superintendent of schools, the board shall promptly fill such vacancy. Such a vacancy may either be filled by appointment of an acting superintendent of schools, or may be filled by appointment of a superintendent of schools as specified in subsection (a).

(c) The superintendent of schools shall have charge and control of the public schools of the school district, subject to the orders, rules and regulations of the board of education.

Recommended Motions:

"I move to give final approval (A²) to the following addendum to the contract for Superintendent Marvin Wade:

This addendum made this 15th day of September, 2021, to the contract dated September 5, 2019 between the Board of Education of Unified District 383 (Board) and Dr. Marvin Wade (Superintendent):

1. The Superintendent's contract is extended through June 30, 2023.
2. All of the other terms of the contract, as it may have been previously amended, remain in full force and effect.

And to apply the same salary increase of 3.70% as approved on August 18, 2021 for administrators with pay being retroactive to July 1, 2021."



Manhattan-Ogden Unified School District 383

STRATEGIC FRAMEWORK

July 1, 2020

Mission

Building foundations for dynamic futures

Vision

Manhattan-Ogden USD 383 is a public school system nationally recognized for the success of all students.

Core Beliefs

Acceptance: We create a climate that values diverse thinking, mutual respect and working as a team for the betterment of the whole organization.

Accountability: We hold one another accountable for increasing student and staff success.

Courage: We support courageous actions in an environment that embraces ethical and thoughtful risk-taking.

Joy: We enjoy our work and recognize that happiness contributes to organizational health and generates more opportunities for success.

Trust: We presume the good intentions of others in a culture of openness for honest input and creative ideas.

Guiding Principles

System Perspective: Stakeholders respect that all components of the organization are interdependent and must be managed as a unified whole in order to achieve ongoing success and performance excellence.

Engaged Learning: Stakeholders share a collaborative responsibility for implementing intentionally designed holistic and engaging learning experiences.

Encouraging Environment: Stakeholders promote a framework encouraging grit and the courage for students to become the best version of themselves.

Relationship Building: Stakeholders facilitate connection and growth through safe, inclusive, compassionate and empathetic interactions with others.

Foundational Skills: Stakeholders provide dynamic learning experiences to build a strong foundation of skills necessary to be competitive in local, regional and global economies.

Societal Contributions: Stakeholders demonstrate a well-rounded ability to make respectful and ethical decisions.

Pillars

USD 383 is committed to student success through dedication to four foundational pillars: teaching and learning, culture and environment, employee talent, and partner relations - with outcomes measured in both traditional and non-traditional ways.

Goal

Students are well equipped for lifelong success at increasingly higher levels of academic growth, social-emotional development and postsecondary preparation.

Indicators of Success

1. The percentage of students at or above benchmark on Individual Growth & Development Indicators (myIGDIs) and the Formative Assessment System for Teachers (FASTBridge) will increase from pre-kindergarten through third grade, overall and for each identified subgroup.
2. The percentage of students who score in Levels 3 and 4 on the English Language Arts State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
3. The percentage of students who score in Levels 3 and 4 on the Mathematics State Assessment will increase at each grade level 3-8 and 10, overall and for each identified subgroup.
4. The percentage of students identified 'at risk' in the Kansas Communities that Care Social-Emotional Learning Report will decrease for Character Development, Personal Development, Social Development and School Climate in grades 6, 8, 10 and 12, overall and for each identified subgroup.

5. The graduation rate of students within the district will increase, overall and for each identified subgroup.
6. The two-year postsecondary success rate of students within the district will increase, overall and for each identified subgroup.

Objectives and Strategies

1. **Provide every student equitable access to learner-centered curriculum, instruction, assessment and interventions.**
 - A. Align curriculum with content standards and assessment framework.
 1. Create a well-defined curriculum protocol that provides scope and sequence by subject area content standards.
 2. Revise horizontal and vertical alignment of instructional materials based upon analysis of student performance data.
 3. Create a district assessment and data analysis calendar to guide data discussions at building and district levels.
 4. Provide ongoing training to support alignment of standards, curriculum and assessment.
 5. Create and deliver a process for communicating about curriculum, content standards and the assessment framework.
 6. Develop an accountability system to ensure timely completion of curriculum, content standards and assessment alignment.
 - B. Identify and implement evidence-based instructional practices.
 1. Identify evidence-based instructional practices.
 2. Provide ongoing training to support implementation of evidence-based instructional practices.
 3. Create and deliver a process to communicate about evidence-based instructional practices.
 4. Develop an accountability system to monitor impact of evidence-based instructional practices on student success indicators.
 - C. Institutionalize a multi-tiered system of reading, mathematics and social-emotional supports.
 1. Provide core instruction consistent with adopted protocols.
 2. Ensure intervention and support decisions are based upon benchmark and progress monitoring protocols.
 3. Provide training in multi-tiered system of supports to promote clarity and reduce variance across the district.
 4. Create and deliver a process for ongoing communication about multi-tiered system of supports.

5. Develop an accountability system to monitor the impact of multi-tiered system of supports on indicators of student success.
- D. Implement a trauma-responsive structure to support mental health needs of the school community.
1. Maintain cross-system collaboration between mental health providers and school teams.
 2. Align mental health protocols across the school community.
 3. Identify and implement trauma-responsive practices to promote student resilience.
 4. Provide training in use of trauma-responsive practices and mental health protocols.
 5. Create and deliver a process for ongoing communication about trauma-responsive practices and mental health protocols.
 6. Enhance service delivery through social-emotional family engagement and empowerment.
 7. Develop an accountability system to monitor the impact of trauma-responsive practices and mental health protocols within the school community.
- E. Implement a framework for personalized learning.
1. Create common terminology, protocols and timelines for implementation of personalized learning throughout the district.
 2. Construct a platform of essential core components and change strategies for the personalized learning framework.
 3. Provide ongoing training about core components and change strategies within the personalized learning framework.
 4. Create and deliver a process for personalized learning communications.
 5. Develop an accountability system to monitor the impact of personalized learning on student success.
- F. Identify and implement technology to enhance teaching and learning.
1. Ensure student, parent and staff access to technology.
 2. Create online access to instructional materials.
 3. Deliver training and support for information and instructional technology.
 4. Create and deliver a process for ongoing communication about technology to enhance teaching and learning.
 5. Ensure reliability and cybersecurity of information and instructional systems.
 6. Develop an accountability system to monitor the impact of technology on teaching and learning.

2. Provide a culture and environment to promote positive and productive conditions for learning, teaching and working.

- A. Identify and implement policies and practices to promote diversity, inclusion and equity.
 - 1. Update and enforce policies prohibiting discrimination, harassment and inequitable access.
 - 2. Ensure principles and practices of diversity, inclusion and equity are promoted and enforced throughout all buildings and departments of the district.
 - 3. Provide ongoing training to expand understanding of and commitment to diversity, inclusion and equity.
 - 4. Create and deliver a process for consistent communication about diversity, inclusion and equity.
 - 5. Engage and empower students, parents, employees and the community as ambassadors for diversity, inclusion and equity.
 - 6. Develop an accountability system to monitor promotion and enforcement efforts regarding diversity, inclusion and equity.
- B. Enact policies and practices to attract, develop, empower and retain high quality employees.
 - 1. Implement a framework to increase qualified and diverse candidate pools.
 - 2. Onboard new staff through a district orientation and support program.
 - 3. Deliver training relevant to specific areas of responsibility, including when changes occur in knowledge or skill expectations of a position.
 - 4. Create and deliver a process for ongoing communication about efforts to attract, develop, empower and retain high quality employees.
 - 5. Maintain a staff incentive program that includes recognition and added compensation for established factors.
 - 6. Develop an accountability system to monitor the impact of efforts to attract, develop, empower and retain high quality employees.
- C. Align non-instructional operations in support of students, staff and schools.
 - 1. Maintain facilities and grounds that are clean and safe.
 - 2. Ensure safety and security of people and property within the district.
 - 3. Maintain a communications process for two-way exchange of information.
 - 4. Construct a human resource system to meet staffing needs within the district.
 - 5. Maintain business practices that ensure financial security of the district.
 - 6. Continue transportation services that are safe, comfortable and efficient.
 - 7. Provide childhood nutrition programming to meet dietary and wellness education needs within the district.

8. Provide training to maintain consistency of non-instructional operations across the district.
9. Develop an accountability system to monitor non-instructional support of students, staff and schools.

D. Identify and implement technology to promote operational productivity.

1. Ensure student, parent and staff access to technology.
2. Maintain a management process for collection and storage of operational data.
3. Deliver training and support for operational use of technology.
4. Ensure reliability and cybersecurity of information and operational systems.
5. Create and deliver a process to communicate about use of technology to promote operational productivity.
6. Develop an accountability system to monitor impact of technology on operational productivity.

3. Develop and enhance mutually beneficial relationships where schools, families and community partners share a commitment to student success.

A. Engage and empower families as stakeholders.

1. Implement a centralized welcome center to provide orientation and assistance to families new to the district.
2. Develop and implement a plan to increase family engagement opportunities and the number of involved families.
3. Provide ongoing training to increase staff understanding of and commitment to family empowerment.
4. Identify and implement technology to enhance two-way communication between parents and educators.
5. Collect and analyze parent satisfaction data to monitor success of stakeholder engagement and empowerment efforts.

B. Expand and strengthen community partnerships to enrich student learning.

1. Identify and engage current and potential community partners.
2. Create a framework to benefit students and meet identified needs of community partners.
3. Provide training to increase staff understanding of and commitment to community partnerships.
4. Identify and implement technology to enhance communication and collaboration with partners.

5. Collect and analyze data to monitor the extent to which partners perceive community collaboration as mutually beneficial.
- C. Construct educational choice options to meet student and community needs and interests.
1. Provide training to increase stakeholder understanding of the educational choice option process.
 2. Create and deliver a method to communicate about educational choice options.
 3. Develop a catalog of program choice options available within the district.
 4. Ensure program choice options comply with all policy and accountability requirements of the district and state.
 5. Create and enforce guidelines to ensure all families have equal access to all program choice options.
 6. Establish a process to evaluate the impact of each program choice option on student success.

Glossary

Academic Engagement - Implementation of differentiated learning strategies and plans to address areas of concern.

Character Development Standard - Identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Diversity - The inclusion of different types of people, such as different races or cultures, in a group or organization.

Equity - Individuals or populations of individuals experience equal opportunity to succeed when provided additional supports needed to overcome barriers to success.

Graduation Rate - The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school as 9th graders four years earlier (adjusting for transfers in and out).

Personal Development Standard - Identify, understand and effectively manage thoughts, feelings and behaviors.

Personalized Learning - Places the whole child as an active participant at the center of instruction. Strong relationships between educators, students, family and community ensure equity and choice in time, place, path, pace and demonstration of learning.

Postsecondary Success Rate - A student must meet one of four outcomes within two years of high school graduation: 1) earn an industry-recognized certification while in high school; 2) earn a postsecondary certificate; 3) earn a postsecondary degree; or, 4) enroll in postsecondary in both the first and second year following high school graduation.

School Climate - The quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

Social Development Standard - Establish and maintain positive relationships and communicate with others in various settings and situations.

2021 Regular Board Meetings

All Regular Board Meetings are held at Robinson Education Center unless otherwise notified.

			<u>STUCO Report</u>
January 6	Wednesday -	6:30 p.m.	MHS
January 20	Wednesday -	6:30 p.m.	EMS
February 3	Wednesday -	6:30 p.m.	MHS
February 17	Wednesday -	6:30 p.m.	AMS
March 3	Wednesday -	6:30 p.m.	MHS
March 24	Wednesday -	6:30 p.m.	EMS
April 7	Wednesday -	6:30 p.m.	MHS
April 21	Wednesday -	6:30 p.m.	AMS
May 5	Wednesday -	6:30 p.m.	MHS
May 19	Wednesday -	6:30 p.m.	
June 2	Wednesday -	6:30 p.m.	
June 30	Wednesday -	6:30 p.m.	
July 7	Wednesday -	6:30 p.m.	
July 21	Wednesday -	6:30 p.m.	
August 4	Wednesday -	6:30 p.m.	
August 18	Wednesday -	6:30 p.m.	
September 1	Wednesday -	6:30 p.m.	MHS
September 15	Wednesday -	6:30 p.m.	AMS
October 6	Wednesday -	6:30 p.m.	MHS
October 20	Wednesday -	6:30 p.m.	EMS
November 3	Wednesday -	6:30 p.m.	MHS
November 17	Wednesday -	6:30 p.m.	AMS
December 1	Wednesday -	6:30 p.m.	MHS
December 15	Wednesday -	6:30 p.m.	EMS
January 5	Wednesday -	6:30 p.m.	MHS
January 19	Wednesday -	6:30 p.m.	AMS

2021 Special Meetings for Board Retreat

February 24	Wednesday -	5:30 p.m.	- @ TBD
October 27	Wednesday -	5:30 p.m.	- @ TBD

2021 Special Meetings – Site Reports

January 27	Wednesday -	5:30 p.m.	- <u>School Site Council Reports</u> Bluemont, Lee, Marlatt, Ogden, Theodore Roosevelt, Woodrow Wilson @ Robinson Education Center
November 10	Wednesday -	5:30 p.m.	- <u>School Site Council Reports</u> Amanda Arnold, Frank Bergman, Northview, Anthony Middle School, Eisenhower Middle School, Manhattan High School @ Robinson Education Center

AGENDA PLANNING SCHEDULE 2021

7:30 a.m.

(unless otherwise noted)

Robinson Education Center

AGENDA PLANNING DATE	TIME	DAY	MEETING DATE	PARTICIPANTS	
December 17, 2020	7:30 a.m.	Thursday	January 6, 2021	Hagemeister	<u>Brighton</u>
January 12, 2021	7:30 a.m.	Tuesday	January 20, 2020	Hagemeister	<u>Lewison</u>
January 26, 2021	7:30 a.m.	Tuesday	February 3, 2021	Coleman	<u>Brighton</u>
February 9, 2021	7:30 a.m.	Tuesday	February 17, 2021	Coleman	<u>Edie</u>
February 16, 2021 (if needed)	7:30 a.m.	Tuesday	February 24, 2021 - retreat	Coleman	
February 23, 2021	7:30 a.m.	Tuesday	March 3, 2021	Coleman	<u>Santos</u>
March 11, 2021	7:30 a.m.	Thursday	March 24, 2021	Coleman	<u>Herrman</u>
March 30, 2021	7:30 a.m.	Tuesday	April 7, 2021	Coleman	<u>Hagemeister</u>
April 13, 2021	7:30 a.m.	Tuesday	April 21, 2021	<u>Coleman</u>	<u>Edie</u>
April 27, 2021	7:30 a.m.	Tuesday	May 5, 2021	Coleman	<u>Lewison</u>
May 11, 2021	7:30 a.m.	Tuesday	May 19, 2021	Coleman	<u>Brighton</u>
May 25, 2021	7:30 a.m.	Tuesday	June 2, 2021	Coleman	<u>Edie</u>
June 22, 2021	7:30 a.m.	Tuesday	June 30, 2021	Coleman	<u>Santos</u>
June 29, 2021	7:30 a.m.	Tuesday	July 7, 2021	Coleman	<u>Herrman</u>
July 13, 2021	7:30 a.m.	Tuesday	July 21, 2021	Coleman	<u>Hagemeister</u>
July 27, 2021	7:30 a.m.	Tuesday	August 4, 2021	<u>Coleman</u>	<u>Santos</u>
August 10, 2021	7:30 a.m.	Tuesday	August 18, 2021	Coleman	<u>Lewison</u>
August 24, 2021	7:30 a.m.	Tuesday	September 1, 2021	Coleman	<u>Brighton</u>
September 7, 2021	7:30 a.m.	Tuesday	September 15, 2021	Coleman	<u>Edie</u>
September 28, 2021	7:30 a.m.	Tuesday	October 6, 2021	Coleman	<u>Santos</u>
October 12, 2021	7:30 a.m.	Tuesday	October 20, 2021	Coleman	<u>Hagemeister</u>
October 19, 2021 (if needed)	7:30 a.m.	Tuesday	October 27, 2021 - retreat	Coleman	
October 26, 2021	7:30 a.m.	Tuesday	November 3, 2021	<u>Coleman</u>	<u>Herrman</u>
November 9, 2021	7:30 a.m.	Tuesday	November 17, 2021	Coleman	<u>Lewison</u>
November 18, 2021	7:30 a.m.	Thursday	December 1, 2021	Coleman	<u>Brighton</u>
December 7, 2021	7:30 a.m.	Tuesday	December 15, 2021	Coleman	<u>Edie</u>
December 21, 2021	7:30 a.m.	Tuesday	January 5, 2022	Coleman	<u>Santos</u>
January 11, 2022	7:30 a.m.	Tuesday	January 19, 2022	Coleman	<u>Herrman</u>

The Superintendent's office will call or e-mail a reminder to scheduled participants on Monday before the meeting.

Underscored name = Agenda setting participant also appearing on KMAN - In Focus for that meeting date.

Manhattan-Ogden USD 383
Board of Education Meetings
2021-2022 OPERATIONAL CALENDAR

MONTH	1ST MEETING	2ND MEETING	OTHER
AUGUST	Budget 8-4-21 Board Operational Calendar Authorize Budget Legal Publications	Preliminary Enrollment 8-18-21 *Donations & Grants Received Annual Report	Compile Evaluations/Set Goals President/Vice President meets w/Superintendent August 3 - Primary Election
SEPTEMBER	IDP Point Approval (consent) 9-1-21 Future Agenda Items Review Revenue Neutral Rate Hearing Budget Hearing *Early Learning Program Annual Report *Substance Abuse Prevention Annual Report	Student Transfer Report 9-15-21 Celebration of Freedom Week Report Select KASB Delegate PDC Handbook *Overtime Annual Report	
OCTOBER	Summer Programs Summary 10-6-21 Enrollment Report KASB Legislative Issues Facility Use Fee Review/Revision Site Council Members & Meeting Dates (Consent) Maintenance Costs-Athletic Fields-Annual Report Professional Development Annual Report Title and At-Risk Programs Annual Report *Middle School Athletic & Activity Annual Report	Head Start Federal Report (consent) 10-20-21 *Transportation Annual Report	10-27-21 Board Retreat 5:30 p.m.
NOVEMBER	Facility / Capital Outlay Report 11-3-21 Manhattan Virtual Academy Annual Report State Assessment District Overview Financial Audit Report Fort Riley Partnerships Annual Report	Course Proposals and Changes 2022-23 11-17-21 Contract with City - Special Alcohol Fund KASB Convention Rpt (Board Comments) Secondary Site Council Reports *Safety and Security Annual Report	November 2 - Election KASB Convention Nov. 5-7
DECEMBER	ESOL Annual Report 12-1-21	12/15/2021	Legislative Work Session
JANUARY	Martin Luther King, Jr. Proclamation 1-5-22 Diversity & Inclusion Annual Report Board Member Interest in Officer Positions	Head Start Federal Report (consent) 1-19-22 MHS CTE Program Report Board Officer Elections BOE Meeting Dates & Times Establish Committee Assignments for BOE *MHS Mid-Year Graduates List	
FEBRUARY	Mid-Year Enrollment Report 2-2-22 Superintendents' Contracts Elementary Site Council Reports Mentoring Program Annual Report	Administrator Contracts 2-16-22 KSU Partnership/Financial Annual Report Summer Programs 2022 Review NEA Manhattan/BOE Agreement (Ex.Ssn) *District Technology Plan Annual Report	2-23-22 Board Retreat 5:30 p.m.

**Manhattan-Ogden USD 383
Board of Education Meetings
2021-2022 OPERATIONAL CALENDAR**

MONTH	1ST MEETING	2ND MEETING	OTHER
MARCH	Calendar Adoption 2022-23 3-2-22 International Womens Day Proclamation (March 8)	Capital Outlay Budget Planning 2022-23 3-23-22 Legislative Work Session *Worker Compensation Annual Report	
APRIL	Capital Outlay Summer Projects 4-6-22 Textbook Adoption 2022-23 Special Education/Gifted Ed Programs Annual Report Secondary Handbooks (consent)	Secondary Handbooks (consent) 4-20-22 Student Fees &Textbook Rental 2022-23 Head Start Quarterly Report (consent) SPED Assurances (consent) Maintenance & Custodial Annual Report *Library Media/Instr. Technology Annual Report *Bully Prevention Annual Report	Retiree Recognition at West Campu
MAY	Budget Prioritization and Preparation 5-4-22 Teacher Contract Renewal/Nonrenewal School Start/End Times 2022-23 Classified Handbooks (consent)	School Meal Prices 2022-23 5-18-22 Curriculum for Native American/Diversity Report Communications Annual Report Evaluation of 2021-22 New Courses	
JUNE	Budget Development 2022-23 6-1-22 MHS Student Athletic & Activities Participation Annual Report *Health Services Annual Report *Professional Learning & Collaboration Report	Budget Development 2022-23 6-29-22 Superintendent's District Annual Report Early Learning Parent Handbook (consent) Early Learning Program Handbook (consent) *Warehouse Annual Report *MAHS Annual Report *Manhattan-Ogden Public Schools Foundation Annual Report *Graduation Lists-MHS, MAHS, MVA	Start Superintendent Evaluation Process
JULY	Reorganization of the Board 7-6-22 Audit GAAP Waiver Memberships (KASB) Vehicle Mileage Reimbursement Rate Destruction of District Financial Records	Budget Development 2022-23 7-20-22 Authorization to Publish Budget Head Start Federal Report (consent) Board Committee/School Assignments 22-23 Food Service Annual Report	Individual Board Evaluations

Manhattan-Ogden USD 383
Board of Education
2021-2022 Committee Assignments

COMMITTEE/BOARD	2021-2022	PURPOSE
District Site Council (2)	Coleman	Provides input/feedback on the work of the District Leadership Team. Meets 4:30 - 6:00 p.m. KCR; 9/20, 11/1, 2/21, 4/18
	Edie	
District Finance Committee (2)	Lewison	Review financial audit and special finance topics (meets after Fall Audit)
	Santos	
District Wellness Committee (1)	Coleman	State regulations require a Board member on this committee (meets three times/year)
Facilities and Growth (3)	Santos	Work with administration on capital projects and construction projects (3:30 p.m. second Wed, as needed - KCR)
	Edie	
	Brighton	
Early Learning Policy Council (1)	Herrman	Advisory committee required by federal regulations (5:30-7:00 PM; 9/9, 11/4, 1/6, 3/3, 5/5; CH)
Intergovernmental (2)	Lewison	Discuss issues among the City, County, KSU and USD 383 (12 p.m. fourth Monday of most months - Holiday Inn)
	Edie	
	Anyone	
KASB Advocacy Network (2)	Coleman	Represent the Board on KASB Advocacy Network (Access to special briefings and trainings)
	Santos	
Negotiations (2 + alternate)	Brighton	Contract Negotiations between BOE and NEA (4 p.m. Thurs starting in April as scheduled - KCR)
	Santos	
	Herrman (alt)	
Parks & Recreation Advisory Board (2)	Hagemeister	Advise City Commission on Manhattan Parks & Recreation issues (First Monday at 4:30 p.m. - City Commission Room)
	Lewison	
Professional Development Council (1)	Herrman	Oversees professional development and reviews IDP proposals; 8:30-3:30 p.m. - 9/10; 8:30-10:30 a.m. - 11/12, 1/21, 4/8.
District Technology Committee (2)	Hagemeister	Evaluates and shares ideas of technology use (4:15 p.m. second Tuesday - KCR)
	Edie	
Diversity & Inclusion (3)	Coleman	Diversity awareness, educational equity, and reduction of racial, ethnic and economic prejudice. (5:30 p.m. third Thursday - KCR)
	Brighton	
	Hagemeister	

ITEM 8.7

Manhattan-Ogden USD 383
Board of Education
2021-2022 School Assignments

Brighton	Coleman	Edie	Hagemeister	Herrman	Lewison	Santos
MHS West	Lee	Bluemont	Eisenhower	Frank Bergman	Amanda Arnold	Theodore Roosevelt
Northview	Anthony	Marlatt	Woodrow Wilson	Ogden College Hill	MHS E	Oliver Brown

Revised 8-17-21

School Board Member Ethics
(Board Policy BH)

As a member of my local Board, I will strive to improve public education, and to that end I will:

Attend all regularly scheduled Board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;

Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Board meetings;

Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

Encourage the free expression of opinion by all Board members, and seek systematic communications between the Board and students, district staff, and all elements of the community;

Work with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the Superintendent;

Communicate to other Board members and the Superintendent expressions of public reaction to Board policies and school programs;

Support the employment of those persons best qualified to serve as district staff;

Avoid being placed in a position of conflict of interest and refrain from using my Board position for personal or partisan gain;

Respect the confidentiality of information that is privileged under applicable law; and

Remember that the first and greatest concern must be the educational welfare of the students attending the public schools.

ADOPTED: 5/05